



# Ecclesfield Primary

## EQUALITY STATEMENT

<b>Approved by:</b>	Kevin Corke	<b>Date:</b> September 2024
<b>Last reviewed on:</b>	September 2024 Hannah Travers	
<b>Next review due by:</b>	September 2025	

## **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 a 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.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

**Signature:**

**Headteacher**.....

**Date**.....

**Signature:**

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

**Date**.....

## **Aim:**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate unlawful discrimination, harassment and that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- cover equality issues in our curriculum as part of your focus on pupils' spiritual, moral, social and cultural (SMSC) development

## **Legislation and guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

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

At Ecclesfield Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

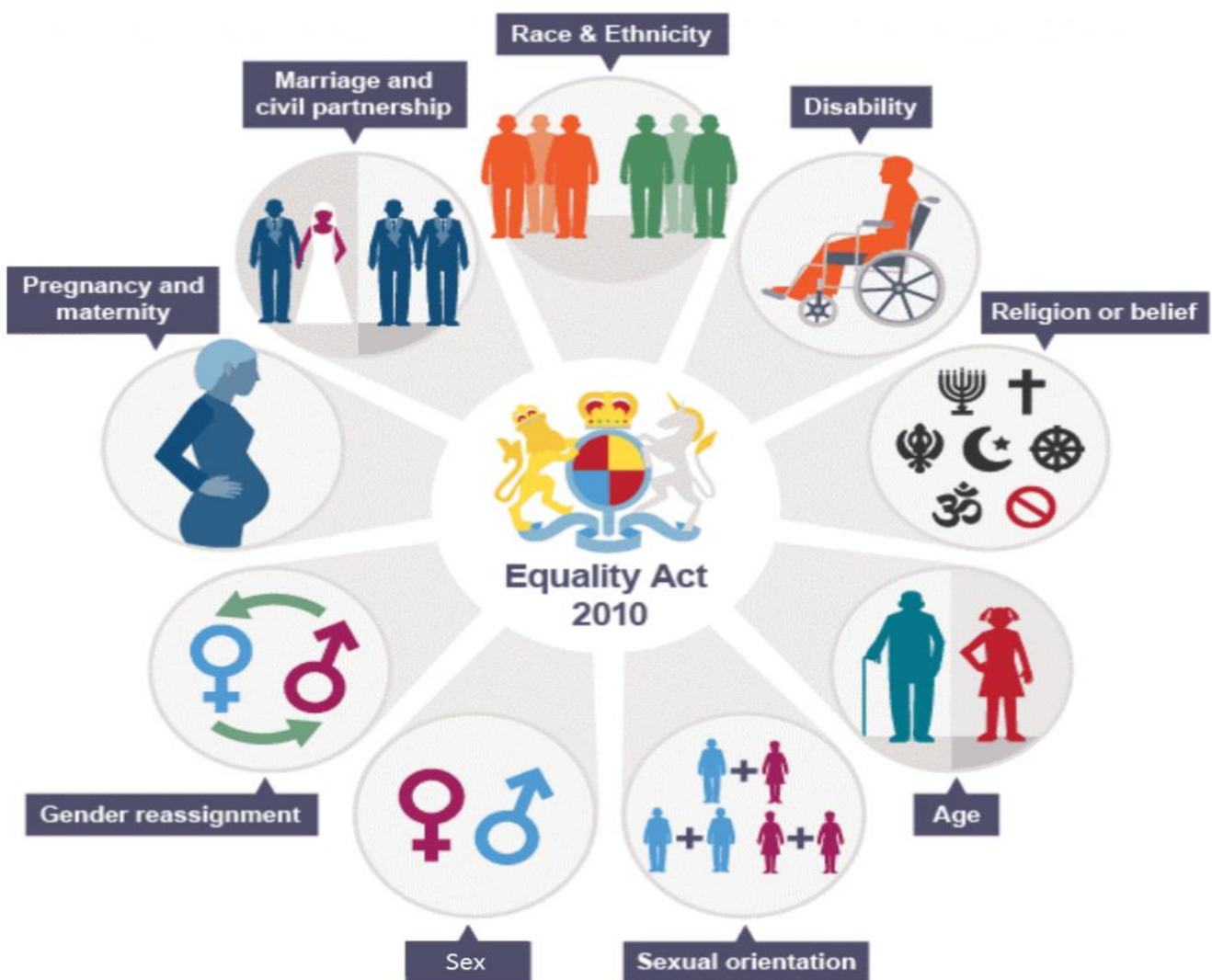
The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

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.

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

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- 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 year's time.

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information.

In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **Eliminating discrimination, advancing equality of opportunity and fostering good relationships**

### **Cohesion**

- As a school we use our Relationship and Health Education as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. **It**

**is generally recognised that taking a whole school approach to tackling bullying is the best way to reduce incidents and promote an environment where bullying is not acceptable.**

- Pupils at Ecclesfield can feel confident that member of staff will listen to their problem
- 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 qualified Nurture Practitioners, a Learning Mentor, external counsellors, MAST support and a Trauma Informed Practitioner

The school aims to foster **good relations** between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and Relationship and Health Education (RHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **Trauma Informed School**

Ecclesfield Primary School believes that children's mental health and wellbeing is paramount to provide a safe, stimulating and enriched learning environment. Our school ethos of ensuring that children become confident, well-rounded individuals reflects our passion for ensuring that children are able to engage with their health and wellbeing on an age-appropriate level. We recognise and

value the importance of children being able to articulate their emotions and offer opportunities to do so with a trusted, nurturing adult within the school community. Each class has the Zones of Regulation displayed and children are regularly checked in with to develop their ability to identify and articulate their feelings and emotions. To ensure children are able to regulate themselves when they are feeling dysregulated, staff have a range of wellbeing activities that can be utilised throughout the week and are factored into weekly sessions, ensuring that children are able to safely wrap language around and manage their emotions.

## Monitoring

### 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.

## Links to other policies:

- School improvement plan
- SEN policy
- Behaviour policy
- Anti-bullying policy
- Child Protection Policy

- RHE Policy
- Admissions policy
- Attendance Policy
- Local Offer



# 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 2024 we have approximately 14% of children who are SEN
- Our SEND pupils have a range of SEN and/or disabilities.
- In September 2024 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 2024

White British	313
White and Black Caribbean	19
White and any other Asian background	3

White and Black African	8
White Easter European	1
White and Pakistani	2
White other	5
Black Caribbean	0
Any other Asian background	5
Any other mixed background	6
Indian	8
Pakistani	6
Other Ethnic Group	6
Information not shared	2
Bangladeshi	2
Other Black African	13

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 5 male teachers/teaching assistants and one male member of the premises staff. Our sports coaches are male and female. We currently have 64 staff in total
- Our governing body is comprised of 6 females 3 males, a male chair and a female 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.



## Annex 2

Our Equalities objectives and action plan sets out the following actions

2019-2023

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 2023	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> <p>September 2021 Evaluation            SEN 89.24%            Non SEN: 95.83%</p> <p><b>September 2022 Evaluation (Year 21-22)</b></p> <p>SEN 89.94% (end of 21/22)            Non SEN 93.75%(end of 21/22)</p> <p><b>September 2023 Evaluation (Year 22-23)</b></p> <p>SEN 87.68%            Non SEN 94.2</p> <p>There remains a gap between SEND and non-SEND. There are some pupils with significant SEND needs on a reduced timetable. These are reviewed regularly.</p>
Improve knowledge skills and attitudes to enable all pupils to appreciate and value difference and diversity- Gender stereotypes	Race Gender	July 2023	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</p>

promoting and valuing diversity and difference.

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.

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 contains opportunities for children to revisit previous learning, apply key concepts and work in a variety of ways..

### **September 2021 Evaluation**

We have continued to work on our curriculum over the 2020-2021 academic year.

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.

### **September 2023 Evaluation**

					<p>Throughout the academic year, staff have attended Anti-racism CPD sessions to support the introduction on anti-racism lessons within our RHE units of learning. The children have received lessons using a wide variety of resources which they have enjoyed. Positive conversations about skin colour, nationalities and valuing differences were happening more around school. We have seen decrease in racist incidents since starting our training. In the academic year 21-22 there were 7 incidents. In the academic year 22-23 there was 1.</p> <p>We have continued to develop our curriculum, considering all areas of the curriculum and how they can support embracing diversity and widening children's experiences. Educational Visits have increased during the academic year with visits to ensure learning is relatable to the pupils in our school and reflects the diversity of our community.</p>
	Race	July 2022	LSt / AN	SLT	<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</li> </ul>

disadvantaged and non-disadvantaged children at the end of EYFS (Good Level of Development).

- Improve levels of Communication, Language and Literacy (CLL), particularly for disadvantaged children.
- Increase levels of parental engagement with children's learning both in school and within the home.
- Create a smoother transition for children and families between our schools and feeder settings.

The project will centre around 12 carefully selected disadvantaged children and families (6 from each class).

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.

## September 2021 Evaluation

We have continued to develop our links with parents over the academic year, although these have had to change due to COVID restrictions.

Staff have used Zoom to communicate with parents for Parent's evening and class meetings/workshops

## SHINE PROJECT (EYFS) Updates

The EYFS team continue to participate in the three year '**Shine project**' alongside 7 other settings across the locality. Resources have been purchased to support storytelling and a small world area has been introduced into the internal classroom. All children have had a copy of Jack and the Beanstalk sent home to support their learning in school. Talk for writing has been introduced to support the children's storytelling and language development which has impacted on the children's written work.

## NELI Programme (EYFS) updates

Foundation stage are still involved in '**The Nuffield Early Language Intervention (NELI)**' which is a 20-week **programme** for children in their **first year** of primary school who **show** weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. This will continue, with the same children, in the Autumn term as the children start in year 1. This is having positive impact on certain children's confidence to participate in whole class sessions.

## September 2022 Evaluation:

Small group SHINE interventions took place



throughout the year. 8 out of the 12 participants reached ELG for Communication and Language. The whole cohort received copies of 3 focus books. Resources were purchased to develop role play and story telling. A new outside role play area was set up and the mud kitchen was developed further too. 77% achieved ELG for Listening, Attention and Understanding, 81% achieved ELG for Speaking.

During the Spring and Summer terms we were able to welcome more parents into school to take part in events. The Jubilee celebrations in June were a success and offered the opportunity for parents to come into school, interact with each other, staff and pupils in a friendly atmosphere.

**Supporting parents of SEND:**

SEND termly newsletter

Signposting to external agencies eg MAST via handouts/emails from services

MAST referrals

Structured conversations termly and additional meetings/calls to support

School attending MAST workshops with parents

**September 23 Evaluation**

The SENCOs delivered an Autism Awareness parent group which was attended by 11 families across Coit and Ecclesfield

The SENCOs have met with and/or called parents to discuss provision for their children which as increased parental relationships

					<p>and supported children effectively in school.</p> <p>SENCOs have attended all TAF/CP meetings of SEND children, supporting parents with issues such as behaviour/finances/housing/attendance/referrals to external services.</p> <p>A Dyslexia workshop was also hosted by the SENCOs but unfortunately was not attended by parents- this is going to be remarketed as support for reading in the next academic year.</p> <p>Teachers have developed a calendar of events for parents over the academic year. These have included re-introducing reading mornings to celebrate pupils and families love of reading, workshops and presentations on assessment alongside more practical workshops such as a science afternoon in Y4.</p>
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Our **Equalities objectives and action plan** sets out the following actions

**2023 - 2026**

Equality Objective	Characteristic affected	Finish by	Lead	Monitoring by	Outcome
To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community	Race Religion and Belief	July 2026	TH/SG	LS	<p><b>September 2024</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</p>

					<p>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>
To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the school	Gender Race Religion and Belief	July 2026	SG/HT	JE and Governors	<p><b>September 2024</b></p> <p>Incidents of discriminatory language are closely monitored and patterns identified quickly. Actions are put into place to ensure the victim is clear on the consequences for the perpetrator.</p> <p>See data below: incidents are reducing.</p>

To reduce the gap between attendance of SEN and NON SEN pupils	SEND needs	July 2024	LS/TH/YC	HT	<b>September 2024 Evaluation (Year 23-24)</b>  SEN 89.4% Non SEN 94.22% <b>Next Steps:</b> <ul style="list-style-type: none"> <li>• Family Liason Officer to work with vulnerable families to support attendance issues</li> <li>• Parental Engagement of pupils with SEND</li> <li>• Bespoke supported from Inclusion service</li> </ul>

**BEHAVIOUR INCIDENTS**

Notes of concerns

	Bullying	Racial	Homophobic	Single incident of inappropriate sexualised behaviour	Sexual incidents	Online
Autumn	1	3	3	4	6	0
Spring	1	4	1	6	4	3
Summer	0	5	1	2	1	1

# 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.