



# Ecclesfield Primary

## EQUALITY STATEMENT

Approved by:	Kevin Corke	Date: September 2024
Last reviewed on:	September 2025	
Next review due by:	September 2026	

## 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 and harassment as 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.

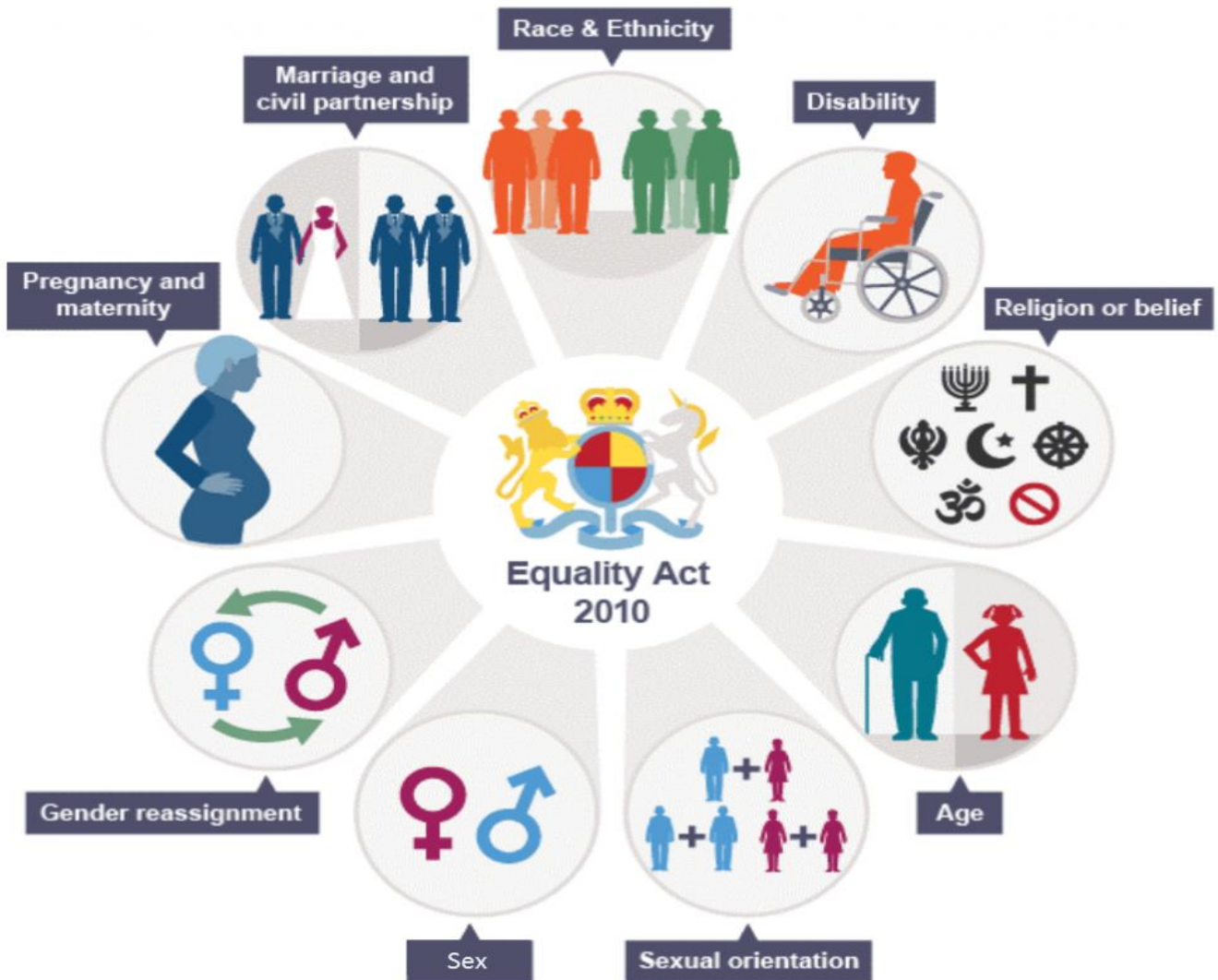
The Equality Act covers all aspects of school life such as the treatment of:

- 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 RSHE lessons 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 Primary School 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 School and Coit Primary School, 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 and 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 a Learning Mentor, external counsellors, Healthy Minds Team, MAST support and Trauma Informed Practitioners.

The school aims to foster [good relationships](#) 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 pupil voice teams have 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, eco-warriors and peer mediators. 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 understand, talk about 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 2025 we have approximately 18% of children who are on the SEND register (15.3% School Support, 2.7% EHCP)
- Our SEND pupils have a range of SEN and/or disabilities.
- In September 2025 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.

### Ethnicity Data September 2025

White British	327
White and Black Caribbean	13
White and any other Asian background	3
White and Black African	6
White Eastern European	0
White and Pakistani	5



<b>White other</b>	8
<b>Black Caribbean</b>	0
<b>Any other Asian background</b>	6
<b>Any other mixed background</b>	4
<b>Indian</b>	5
<b>Pakistani</b>	10
<b>Other Ethnic Group</b>	8
<b>Information not shared</b>	00
<b>Bangladeshi</b>	1
<b>Other Black African</b>	6
<b>Black - Somali</b>	2
<b>Traveller of Irish Heritage</b>	1
<b>Yemeni</b>	1

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 coach is male. We currently have 60 staff in total
- Our governing body is comprised of 7 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

**2023 - 2026**

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

					<p>groups to develop vertical, horizontal and diagonal links with both our history and geography curricula and adapted our long term planning accordingly.</p> <p><b>September 2025</b></p> <p>CPD sessions for all teaching staff on racism and how to teach this within RSHE sessions.</p> <p>SG work with JE/ HF on new RSHE guidance document to ensure the curriculum is in line with the updated statutory guidance for September 2026 (ongoing throughout 25-26).</p> <p>Cultural Awareness Month celebrated in school – looking at different people from different cultures and races and how they have influenced history.</p> <p>Ensuring that books across school and in classes celebrate diversity.</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>Data has shown a reduction in incidents over the year.</p>

					<p><b>September 2025</b></p> <p>Anti-bullying drama workshop booked in for anti-bullying week in November 2025 (KS2).</p> <p>Take part and raise awareness during anti-bullying week.</p> <p>Parental information shared about bullying to support partnerships with parents</p> <p>24-25 behavioural tracking shows that racist incidents reduced over the year (7 in aut 2 to 1 in summer 1)</p>
To reduce the gap between attendance of SEND and Non-SEND pupils	SEND needs	July 2026	LS/TH/Y C	HT	<p><b>September 2024 Evaluation (Year 23-24)</b></p> <p>SEN 89.4% Non SEN 94.22%</p> <p><b>Next Steps:</b></p> <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> <p><b>September 2025 Evaluation (Year 24-25)</b></p> <p>SEND Attendance: 90.4% Non-SEND Attendance: 95%</p> <p>SEND attendance is increasing year-on-year. Continue to monitor and</p>

					support parents with attendance issues.
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# 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.