

Name of school: Coit Primary School

Member of staff responsible: J Eagleton

Review date 1.9.2023



**Coit**   
**Primary School**

## **EQUALITY STATEMENT**

Approved by:	Kevin Corke	Date: September 2023
Last reviewed on:	September 2023	
Next review due by:	July 2024	

## **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.

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 discrimination and other conduct 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

## **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, 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 years' 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 (e.g. Chapeltown Library; St Mary's Church, Sheffield Cathedral, Sheffield Buddhist Centre, Sheffield Synagogue, Ecclesfield Comprehensive and Coit Primary, Thorncliffe Swimming Baths, Chapeltown 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.

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

## **Coit is a Trauma Informed School**

Coit 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.

To ensure children are able to regulate themselves when they are feeling dysregulated, Zones of Regulation are used throughout the day and staff have a range of wellbeing activities that can be utilised 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.





## 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 2023

SEND Pupils including pupils at school support, with EHCPs.

- 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 2023

White British	162
White and Black Caribbean	10
White and any other Asian background	3
White and Black African	2
White Eastern European	1
White and Pakistani	1
White other	1
Black Caribbean	1
Any other Asian background	3
Any other mixed background	8

<b>Indian</b>	4
<b>Pakistani</b>	1
<b>Other Ethnic Group</b>	2
<b>Information not shared</b>	7

- 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 from a range of faiths
- 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 males
- We currently have 34 staff in total
- Our governing body is comprised of 7 females 3 males, a female chair and a male vice chair.
- We try 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, SEND and ethnicity
- 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

### 2020-2024

Equality Objective	Characteristic affected	Finish by	Lead	Monitoring by	Outcome			
To reduce the gap between attendance of SEN and NON-SEN /EAL-Non EAL pupils so that they are in line with national averages	SEND pupils EAL pupils	July 2024	Head of School	SENCO and Governors	<p><b>2022-2023 Evaluation</b></p> <p>There remains a gap between SEND and Non-SEND.</p> <p>Non-SEND attendance = 96% SEND attendance = 94%</p>			
To reduce the gender gap in attainment between boys and girls in KS1 in reading, writing and maths	Gender	July 2024	Teachers	SENCO and Governors	<p><b>2022-2023 Evaluation</b></p> <p><b>KS1 class gender differences (Achieving Exs):</b></p> <table border="1" data-bbox="1059 1995 1489 2063"> <tr> <td></td> <td>Boys</td> <td>Girls</td> </tr> </table>		Boys	Girls
	Boys	Girls						

					<table border="1"> <tr> <td>Reading</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>55%</td> </tr> <tr> <td>Maths</td> <td>65%</td> <td>90%</td> </tr> </table>	Reading	50%	55%	Writing	44%	55%	Maths	65%	90%
Reading	50%	55%												
Writing	44%	55%												
Maths	65%	90%												
<p><b>Improve participation and engagement in extended learning opportunities for SEND and Pupil Premium pupils</b></p>		July 2024	Head of school	Governors	<p><b>Across all pupils, participation has increased from 2021-2022 but remains lower than before Covid. Costs are a contributing factor. Target groups and individuals (SEND and Pupil Premium) have enabled engagement to be greater than it would otherwise have been.</b></p> <p><b>SEND participation = 63%</b></p> <p><b>SEND participation continues to be a focus by considering pupil voice on what clubs they would like to attend (eg Lego) and also the possible additional barriers to attendance.</b></p> <p><b>Pupil Premium participation = 73%</b></p>									

# 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.