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**Equality Statement and Plan**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

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# Annual Equalities Statement: Meeting our Public Sector Equality Duty

Longton Primary School is pleased to publish its annual equality plan. In developing this plan we have been able to identify and record the progress we have made towards achieving equality and tackling discrimination in order to come to a better understanding of the challenges still to be addressed.

We will ensure that this plan  is effectively implemented and scrutinised so that we meet the obligations placed upon us by the equality duty. Promoting the priorities identified within our plan will be a continuous process.The three aims of the general equality duty are as follows;

1. To eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.
2. To advance equality of opportunity between people who share a protected characteristic and those who do not by: Removing or minimising disadvantage suffered by people due to their protected characteristic. Take steps to meet the needs of people with certain protected characteristics were these are different to the needs of other people including steps to take account of disabled people’s disabilities. Encourage people with certain protected characteristics to participate in public life or other activities where their proportion is disproportionately low.
3. Foster good relationships between people who share a protected characteristic and those who do not.

Compliance with the general equality duty may involve treating some people more favourably than others. The nine protected characteristics are as follows: age, disability, gender, reassignment, marriage and civil partnership (for employees), pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Governors and staff at Longton Primary School understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. They further recognise that achieving the three aims stated will ensure the school are able to successfully meet the needs of our diverse population of pupils, and draw on the talents of our wider community to ensure our staff and Governors better represent the country we live in.

**Core Statements**

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1 : All learners and members off the wider community are of equal value.

Statement 2 : We recognise, welcome and respect and celebrate diversity.

Statement 3 : We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4 : We observe good equalities practice, including staff recruitment, and development.

Statement 5 : We are not currently aware of any but we aim to identify, reduce and remove any existing inequalities and barriers.

Statement 6 : We aim to consult and involve widely

Statement 7 : We strive to ensure that society benefits.

**Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents were to occur we would address them immediately and report them to the LA using their guidance material. The LA may also provide support.

**Responsibility**We believe the promoting Equality is the responsibility of everybody in the school community:

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| **School Community** | **Responsibility** |
| Governing Board | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives. |
| Headteacher | As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Teaching Staff | To support the Head. Ensure fair treatment and access to services and opportunities Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents. |
| Non-Teaching Staff | Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents. |
| Parent and Community Members | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents, carers, staff and the wider school community can be expected to be treated. |

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by informing parents that they are published on our website.

**Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

**Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Currently our objectives are as follows:

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| Equality Objectives: |
| To develop an understanding and tolerance of difference. |
| To close the attainment gaps between all groups with protected characteristics and their peers. |
| To increase participation of protected groups in wider school life, enrichment etc. |
| To maintain tolerant attitudes and lack of homophobic language |

# Eliminating discrimination Statement: Meeting our Public Sector Equality Duty

Promoting equality has always been at the heart of our school’s mission. Our focus is on delivering educational excellence to young people - particularly those who are suffering from disadvantage in whatever form – to maximise their potential, regardless of their starting point. A commitment to equality of opportunity for both pupils and staff is at the core of everything we do. Through the positive promotion of equality, and also by challenging any form of bullying and harassment and creating an environment which champions respect for all, we aim to eliminate discrimination and fulfil our obligations under the Equalities Act 2010.

This starts right at the top. In the Governance Framework, the duty to ensure the Governing Board and Longton Primary School comply with equalities legislation and fulfil both the general and specific duties is reserved to the Board. The Board’s specific terms of reference include responsibility for safeguarding, SEND and inclusion. The Board has responsibility for detailed oversight of the school’s approach to vulnerable pupils.

Governors have approved the schools Equalities Policy. They have considered the policy and oversee implementation in our school, working with the school to promote equality and comply with equalities legislation. Governors meet with senior leaders once a term to discuss how we are meeting the Equality Objectives agreed. Governors receive equalities training.

Standard templates are used for reports to the Board. These templates include a specific requirement to consider whether an Equalities Impact Assessment (EIA) is required and a requirement to complete the standard template when one is needed.

Equality considerations are built into our admissions policies, which are fair and transparent and do not discriminate on the grounds of any of the protected characteristics.

Pupils are treated as an individual throughout their school career. At the point of induction, parents are free to discuss any specific requirements their child may have with regard to any of the relevant protected characteristics and support plans are put in place. Bespoke attainment targets are set for every pupil that recognise their starting point and help stretch them to maximise their potential. Every pupil’s performance is reviewed regularly as part of our rigorous approach to monitoring and school SLTs keep an overview of performance to ensure that every child’s progress is maintained. The Head of Data is able to monitor the attainment and progress of all pupils sharing protected characteristics, which is compared with the progress of those pupils who do not have any protected characteristics.

Similarly, we build equalities considerations into its staffing policies and practices from the outset. All recruitment advertisements refer to our commitment to equal opportunities. Equal opportunities monitoring information that is voluntarily provided at application stage is anonymised and used by to measure diversity within the applicant pool and workforce to ensure that we are meeting our obligations under the Equalities Act. Training for staff with recruitment and selection responsibilities includes equalities considerations. As a Lancashire school all staff have access to an e-learning module specifically focusing on equality and diversity. The school buy in to Lancashire HR services policies and procedures which are designed to ensure equality of treatment for all staff, including ensuring equality of access to continuing development and other training opportunities. We offer flexible and “family friendly” working opportunities.

# 2. Advancing equality of opportunity between people who share a protected characteristic and people who do not have it

Longton Primary School have a range of policies and procedures in place to advance equality of opportunity between people who share a protected characteristic and those who do not. As outlined above, these include our governance and accountability framework, our equalities and related policies, target setting and attainment tracking for pupils and training for staff and governors. Whilst effective policies, procedures and monitoring arrangements are essential, what matters more is what happens within our school. Specific examples of good practice are set out below:

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| Pupil Support |
| Lunchtime adjustments for pupils with needs such as disabilities, diabetes and allergies. |
| Risk assessments undertaken for pupils with a protected characteristic. |
| Ensure that we ask for all child, parent, and carer access needs when joining school and how they would like to receive information. |
| Ensure that we ask for all child, parent, and carer language needs when joining school and how they would like to receive information. |
| Equality Curriculum awareness to ensure accessibility of all activities including school trips and certain curriculum activities. |
| Attendance data monitored to ensure that trends do not indicate any group (e.g. SEND, PP, EAL) is attending less than any other and to target support where necessary. |
| Leadership positions in school monitored to ensure they are accessible to pupils of all backgrounds, including SEND, PP and all ethnicities. Transparent process for all positions. |
| Rewards and sanctions monitored to ensure equality of opportunity for all pupils. |
| Uptake of enrichment clubs and activities monitored to promote attendance from all groups of pupils. |
| Special consideration is always given to families who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources. |
| Transition meetings with Primary Schools and Nursery Providers. |
| SEND Code of Practice. |
| Regular analysis and comparison of progress of SEND pupils with non-SEND cohort. |
| Review of EHCPs with key staff and external professionals. |
| Review of SEND pupil needs and progress delivered by SENCO to staff each term. |
| Regular meetings held with parents of children with SEND needs to discuss how school and parents can support pupils meet achievement targets. |
| Separate transition arrangements for SEND pupils. |
| Special access arrangements for exams - pupils with SEND. |
| Enhanced intervention programmes delivered for all pupils with learning difficulties. |
| AT’s employed to work with children with learning difficulties. |
| Peer assistance, staff mentor, homework and lesson support for pupils with autism. |
| Specialised equipment and support for children who have physical, hearing or visual impairments, e.g. specialist laptop, pen reader. |
| School anti-bullying policies in relation to bullying people on the grounds of race, ethnicity, gender, sexual orientation etc. Strategies for supporting victims – restorative justice approaches. |
| Relax kids - supporting young people who are vulnerable, e.g. those who may self-harm or are at risk of bullying. |
| Meetings held with parents of pupils with different faiths and support plans put in place. |
| Enhanced delivery of learning of other faiths. |
| Strong PSHE curriculum - JIGSAW |
| Mentoring support for learners who wish to discuss sexuality or gender issues. |

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| **Staff Support** |
| Monitor staff recruitment and retention procedures to ensure equality of opportunity for all. |
| Monitor promotion procedures to ensure equality of opportunity for all. |
| Monitor staff disciplinary, grievance and competency procedures to ensure an equal process for all. |
| Monitor staff exit surveys to ascertain any equal opportunities issues. |
| Line management meetings between SLT and team leaders undertaken with the aim of minimising any negative impact or disadvantages for staff who have a protected characteristic. |
| Special consideration is always given to staff who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources |
| Ensure all staff are asked for access needs when joining the school and how they would like to receive information. |
| Ensure that all staff are asked for language needs when joining the school and how they would like to receive information. |
| Risk assessments carried out for staff with disabilities or medical conditions. |
| Changes to lighting, equipment and working conditions for those members of staff with disabilities. |
| Changes to working conditions for staff following long-term sickness and recommendations from Occupational Health/Access to Work. |
| Maternity Policy followed. Risk Assessment undertaken for pregnant members of staff and meetings held to discuss concerns or any assistance needed. |
| Paternity arrangements in place for the fathers of new born children. |
| Flexible Working applications considered - leading to contract adjustments |

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| **Governance, planning and reporting** |
| Annual Governance Statements - include a section on Equality |
| Annual Equalities Objectives agreed by the Governing Board |
| Termly review of Equality Objectives |
| Equality Objectives can inform school improvement plan. |
| Accessibility plan sets out how school will improve equality of opportunity for disabled people. |
| Completion of Equality Impact Assessment on key decisions and new policies. |
| Termly report to Governors on discrimination and equality. |
| Quality of SEND provision reported on termly basis via Head teacher report to Governors. |
| Governor site visits to ensure governors are familiar with SEND provision in schools. |

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| Training |
| Induction training - including detailed definitions, eliminating discrimination and promoting good practice. |
| Equality of opportunity in curriculum planning. |
| Improving outcomes for disadvantaged and SEND pupils. |
| Staff training (including WRAP/PREVENT, FGM, Forced Marriages, Domestic Violence, CSE and FBV). |
| PREVENT training for governors. |
| Staff training on Inclusion and Anti-Bullying. |
| Training by SENCO/professionals from local Special Schools/Local Authorities to meet needs of pupils with additional needs, including visual and hearing Impairments/physical disabilities/cognitive learning difficulties. |
| Safer Recruitment training for senior leaders. |
| Pupil Premium training. |
| Strategies for Speech and Language Problems training. |
| Safeguarding training for all staff. |
|  |
| Training cont: |
| Pupil medical needs training for staff, including autism, asthma, diabetes, epilepsy, mental health and use of epi-pens |
| Staff training on assessing suitability of trips for pupils with a protected characteristic, to ensure trips are accessible to all pupils. |
| Staff training on planning delivery of PE curriculum for pupils with a protected characteristic. |
| Specialist training for AT’s who support children with needs, such as speech and language difficulties and autism. |
| Training for staff on updates to school policies including: Anti-Harassment and Bullying, Code of Conduct, Maternity, Equal Opportunities, Equalities, SEND and Whistleblowing. |
| Parent workshops raising awareness of issues such as CSE, cyberbullying and e-safety. |

# 3 Fostering good relations across characteristics – between people who share a protected characteristic and people who do not share it

Longton Primary School has always been committed to fostering good relations amongst different groups. We believe that humanity has more in common that unites rather than divides. Schools prioritise activities that promote an inclusive ethos. These activities have included the following:

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| **Activity** |
| Partnerships between schools with different faith/non-faith backgrounds, e.g. school-twinning project with high %Muslim school. |
| Community sports, sports competitions with other schools |
| Detailed PSHE programme. |
| Interfaith visits and events, such as an Interfaith Week with an exhibition of cross-curricular pupil projects for partner schools, local faith leaders and parents. |
| External Speakers programme has seen guests from all faiths, genders, ages, races and ethnicities. |
| Links with the faith and belief forum, all together now – linking and Lancashire Ethnic Minority and Gypsy, Roma and Traveller Achievement Service. |
| RE Curriculum explores the beliefs and understandings of different religions. |
| Assemblies, PSHE Curriculum and SMSC Scheme, School values and Behaviour Policy all promote tolerance and acceptance of those with Protected Characteristics. |
| Comprehensive range of displays around the school building, including world religions, anti-bullying, tolerance, culture, women who changed the world, disability. |
| British identity promoted through a range of calendared activities, including parents and wider community. |
| Anti-Bullying programmes and initiatives, including Anti-Bullying Weeks, workshops and assemblies, Anti-Bullying Ambassadors. |
| Community Foodbank. |
| World War 1 Commemorations. |
| Festive harvest Gifts programmes. |
| Involvement with community groups and activities, e.g. Scouts, Rainbows |
| Community events, e.g. Macmillan coffee afternoon, family fun day inviting the local community to attend. |
| Raised funds for local and national charities including:   * Children in Need * Sport Relief * Cancer Research UK |
| Intergenerational Activities, e.g. connection with local care home, Jubilee party Christmas party for the elderly. |
| Initiatives aimed at ensuring gender equality, focused particularly on female leadership in STEM careers. |

# 4 Pupil Profile 22/23

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number from ASP | % of establishment population | Attendance:  All Pupils  ASP **(2021/22)** | | Attendance:  All Pupils  ASP **(2022/23)** | | Progress:  KS2 SAT test 27  children. | | Attainment:  KS2 SAT test Exp+ ASP RWM | |
| National | School | National | School | National | School | National | School |
|  | Special Educational Needs (SEND) 2 pupils | | | | | | | | | |
| Numbers identified with SEN | 30 | 12.3 | 8.0 | 5.1 | ? | 3.5 | / | / | / | / |
| FSM/FSM6/CLA |  |  |  |  |  | |  |  |  |  |
| Numbers identified with FSM/FSM6/CLA | 13  (7sen) | 6.4% | 8.4 | 6.9 | ? | 6.4 | Average | Above Average | / | / |
|  |  | | | | | | | | | |
| Male | 98 | 48% | 6.4 | 4.8 | ? | 2.3 | Average | Above Average | 56% | 80% |
| Female | 105 | 52% | 6.2 | 4.3 | ? | 2.8 | Average | Above Average | 63% | 83% |
| All | 203 | 100% | 6.3 | 4.5 | ? | 2.6 | Average | Above Average | 59% | 81% |
|  | Ethnicity and Race | | | | | | | | | |
| White British | 190 | 93.59% |  |  |  | |  |  |  |  |
| White Irish |  |  |  |  |  | |  |  |  |  |
| White other |  |  |  |  |  | |  |  |  |  |
| Mixed White and Black Caribbean | 3 |  |  |  |  | |  |  |  |  |
| Mixed White and Black African |  |  |  |  |  | |  |  |  |  |
| Mixed White and Asian | 2 |  |  |  |  | |  |  |  |  |
|  |  |  |  |  |  | |  |  |  |  |
| Asian or Asian British Indian |  |  |  |  |  | |  |  |  |  |
| Asian or Asian British Pakistani |  |  |  |  |  | |  |  |  |  |
| Asian or Asian British Bangladeshi |  |  |  |  |  | |  |  |  |  |
| Other Asian or Asian British | 3 |  |  |  |  | |  |  |  |  |
| Black or Black British Caribbean |  |  |  |  |  | |  |  |  |  |
| Black or Black British African |  |  |  |  |  | |  |  |  |  |
| Other Black or Black British | 1 |  |  |  |  | |  |  |  |  |
| Chinese | 1 |  |  |  |  | |  |  |  |  |
| Other | 3 |  |  |  |  | |  |  |  |  |
| Prefer not to say |  |  |  |  |  | |  |  |  |  |

Note: DP: Data is not published as to do so could breach data protection (enabling the identification of individuals) Longton Primary School extracts pupil absence data from our Capita SIMS SchoolView. National pupil absence data is published within the 2021/22 combined Autumn and Spring Absence SFR as released by the DfE at: [https://www.gov.uk/governm ent/collections/statistics-pupil-absence](https://www.gov.uk/governm%09ent/collections/statistics-pupil-absence). Attainment and Progress data should be based on the KS2 final year cohort during the 2022/23 academic year and is calculated using the DfE’s published School & College Performance Tables data checking file .

# 5 Staff Profile

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2021/2022 | | 2022/2023 | | Difference | |
|  | Headcount | Full Time Equivalent (FTE) | Headcount | Full Time Equivalent (FTE) | Headcount | Full Time Equivalent (FTE) |
| School Total | 28 | 24.43 | 27 | 19.24 | -3.5% | -21.24% |
|  | 2021/2022 | | 2022/2023 | | Difference | |
| Gender | Number | % | Number | % | Number | % |
| Male | 4 | 10% | 3 | 11% | -1 | -33% |
| Female | 24 | 90% | 24 | 89% | 0 | 0 |
| Disability | Number | % | Number | % | Number | % |
| Yes |  |  |  |  |  |  |
| No | 28 |  | 27 |  |  |  |
| Ethnic Minority Group | Number | % | Number | % | Number | % |
| Yes |  |  |  |  |  |  |
| No | 28 |  | 27 |  |  |  |
| Religion and Belief | Number | % | Number | % | Number | % |
| Category? |  |  |  |  |  |  |
| Category? |  |  |  |  |  |  |
| Adults over age of 50+ |  |  |  |  |  |  |
| 50+ | 11 | 6 | 12 | 9.52 | 1 | +58% |

Staff data is published as part of the DfE’s School Workforce Census statistics series and can be accessed in raw form here: <https://www.gov.uk/government/collections/statistics-school-workforce>

Please note that DfE suppression rules in source data remove context groups where between one and two people populate a group.

# 6 Staff: Gender Pay Gap

In line with statutory requirements Longton Primary School has not reported on the Government’s designated reporting website: [www.gov.uk/genderpaygap](http://www.gov.uk/genderpaygap) because we do not meet the threshold to report.

We wish to highlight that a gender pay gap should not be confused with ‘equal pay’ – as a gender pay gap does not necessarily mean that there is inequality in the way our staff are rewarded for the work that they do. We understand that the gender pay gap affects employers worldwide and reflects many factors including those that are external to the workplace including career stereotyping and the cultural use of part-time working.

Longton Primary School is committed to rewarding our staff fairly for the work they do, regardless of their gender or other protected characteristic.

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| **Glossary of terms** | |
| CSE – Child Sexual Exploitation  PP – Pupil Premium  EAL – English as an Additional Language  PRM – Performance Review Meeting  ECHP – Education, Health and Care Plan  PSHE – Personal, Social and Health Education ECM – Every Child Matters  SENCO – Special Educational Needs Co-ordinator  FBV – Fundamental British Values  SEND – Special Educational Needs and Disability  FGM – Female Genital Mutilation | SLT – Senior Leadership Team  LGB – Local Governing Body S  MSC – Spiritual, Moral, Social and Cultural Development  LGBT – Lesbian, Gay, Bisexual and Transgender STEM - Science, Technology, Engineering and Mathematics  LSA – Learning Support Assistant  TA – Teaching Assistant  PHAB - Physically Handicapped and Able-Bodied  WRAP – Workshop Raising Awareness of Prevent |

Publishing information on the school’s public sector equality duty. This policy is available electronically on the school website, in hard copy on request at the school office and in the staff handbook and governor induction packs.

# 7 The Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Protected Characteristic | Aim | Target Groups | Action | Progress (Including impact assessment) |
| 1 | Race, religion or belief and disability | To develop an understanding and tolerance of difference. | All pupils, staff and parents. | Ensure assembly overview and whole schools  celebrations reflect the cohort  of children at the our school. | Children will have a balanced view during assemblies and British Values are strongly promoted. |
| 2 | All protected characteristics | To close attainment gaps between all groups with protected characteristics and their peers. | Disadvantaged children in every year group. | Ensure all staff clearly target disadvantaged pupils to ensure they achieve accelerated progress to ‘close the gap’. | Staff aware of the attainment differential and carefully target children through additional interventions  Additional resourcing, interventions and clubs. Financial support offered for these children. |
| 3 | All protected characteristics | To increase participation of protected groups  in wider school life, enrichment etc. | All pupils with protected characteristics. | Analyse data to establish participation rates in after school clubs.   Send targeted letters  to families for specific  clubs. Allocate proportion of Pupil Premium funding for clubs, trips and extra curricular activities | High percentages of Pupil Premium children participating in clubs and all children attending educational visits. |
| 4 | Sexual  orientation | To maintain tolerant attitudes and lack of homophobic language. | All pupils, staff and parents. | Staff training on recognising and tackling homophobic behaviour and language. | Regular reviews of PSHE/RSE curriculum. Maintain no incident reports. |