



Layfield Primary School

Equality Statement and Single Equality Scheme

March 2021

Review: March 2022

1. Equality Statement

1.1 Layfield Primary School is committed to equality.

1.2 In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

2. Legislative Framework

2.1 We are aware of the current legislative framework.

2.2 We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

2.3 The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

2.4 We aim to make sure that no one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity

- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

2.5 The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

2.6 Layfield Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

2.7 We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

2.8 We welcome the emphasis in the OFSTED Framework (2014) on the importance of narrowing the gaps in achievement which may affect particular groups of pupils.

3. The School Context

- Layfield Primary School is a small community primary school for children aged 3-11 situated within a residential estate on the outskirts of Yarm. Local housing is a mix of privately owned, rented and council properties.
- School numbers have increased over recent years and this trend looks set to continue.
- Most pupils are of White British heritage, and the proportion of pupils from minority ethnic backgrounds (8.8%) is well below average (National 33.1%). Very few children speak English as an additional language (7.1%) (National 21.2%) (see 2019 Annual Review Profile). Statistically they are not significant within cohorts and therefore comparison between groups is difficult.
- The number of pupils registered as having Special Educational Needs (10.5%) is lower than national averages (13.4%) (see 2019 Annual Review Profile).
- The proportion of disadvantaged pupils (FSM, LAC, ever 6) is (25.3%) is below the national average (31%) (see 2019 Annual Review Profile).
- Absence is 2.2% and is below local averages (3.6%).
- In March 2018, Ofsted judged our school to be 'good'.

4. Geographical Location

The school is situated within an estate on the outskirts of Yarm in Stockton Local Authority.

5. Community Served (Including breakdown of school's students, staff and governors)

Full-time number on roll is 185 at the time of writing (216 including nursery)

Approximately equal numbers of boys and girls.

8.8% of pupils are from minority ethnicity groups. This is below national figures. Numbers of pupils within cohorts are very few and are not statistically viable to analyse.

0% asylum seekers

Religious faiths represented (breakdown by faith)

Christian	37%
Hindu	1%
Muslim	2%
No religion	56%
Refused	3%
Greek Orthodox	<1%

25.3% pupils are disadvantaged (FSM, LAC, ever 6) (2019 Annual Review Profile). This is below national figures.

0% LAC pupils (2019 Annual Review Profile). This is below national and LA figures.

2.2% Armed Forces (2019 Annual Review Profile). This is above national figures (1.1%).

7.1% of pupils have a first language other than English. (2019 Annual Review Profile). This is below national and LA figures.

10.5% of pupils have Special Educational Needs. 0.5% of pupils have an EHC (2019 Annual Review Profile). This is below national and LA figures.

Disabilities that current pupils experience include asthma, speech and language difficulties, hearing impairment, ASD, epilepsy, allergies, and learning difficulties. These are closely monitored and every effort is made to ensure that all pupils are included in all aspects of school life and the curriculum.

6. School Outcomes (2019 outcomes are the most recent available)

Year 6 2019	Expected Standard	Greater Depth
Reading	55%	19%
SPAG	59%	19%
Maths	67%	11%
Writing TA	74%	19%

Attendance – 96.1% (2019 Annual Profile. This is slightly below the LA figures. However, at the time of writing, attendance is 97.6%

Extended Leave – 0%

Mobility Issues – numbers on roll are increasing. Mobility is not an issue as we currently experience inward mobility and then once pupils are on roll they tend to attend until they leave in Y6.

7. Participation in

7.1 Out of School Learning (including supplementary schools) - none

7.2 School Trips – all pupils are encouraged to participate in visits during the school day. A voluntary contribution may be requested from parents to support school with the costs of the visit. Each visit is considered independently in terms of pupil participation. No child would be individually prejudiced against attending a visit. Every effort is made by staff to ensure that all pupils attend visits.

7.3 Extended School Activities – all pupils are encouraged to participate in extended school activities. The Pupil Premium Grant may be used to support pupils' access to after school clubs and Residential Visits.

7.4 Parents' Evenings – all parents are encouraged to attend Parents' Evenings. We actively seek to include all parents in their child's education and where we know details of separated parents, we ensure that we communicate school activities etc.

8. Incidents

8.1 Prejudice Driven Behaviour - We maintain records of prejudice driven behaviour and incidents. In the period September 2019-2020 there were 0 racist incidents recorded.

9. Staff Training

9.1 Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

9.2 All staff have appropriate knowledge of SEN, Health and Safety, Safeguarding, etc. Specific staff have been trained in Dyslexia Awareness, Designated Person Training, Inclusion Quality Mark, Headteacher Conference – Inclusion and Equality, Sensory Integration and Processing Difficulties, Behaviours Management, Emotional Well-being, Attachment Difficulties, Integrated Working and Information Sharing, Self-Regulation, and Early Help.

9.3 All new staff have received a full induction programme by allocated mentors. The programme includes highlighting policies such as SEN, Safeguarding, Single Equality Scheme, Behaviour, and Health and Safety.

10. Relevant Policies

10.1 Policies pertinent to equality and diversity are regularly reviewed.

Policy
EAL
Anti Bullying
Safeguarding
Attendance
Health and Safety
Charging and Remissions
Looked After Pupils
SEN
Collective Worship
Community Cohesion
Accessibility
Pupil Premium
Sports Premium
Behaviour
Educational Visits
Inclusion Policy
Children With Medical Needs
Positive Handling
Safer Recruitment
Disability Equality

11. Curriculum Adjustments

11.1 In our school, focused attention is paid to the needs of specific groups of pupils, for example: Summer born EYFS and KS1 pupils, FSM Ever 6 and SEN. There is extra provision for certain groups and individuals as appropriate.

11.2 In our school there is curriculum coverage of equalities issues, particularly with regard to: racism, bullying prevention, and e-safety.

11.3 There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include: assemblies, visits, themed weeks, individual or series of lessons, and group work.

11.4 The school takes part in certain national projects and award schemes, for example charity fundraising (Food Bank Stockton, Children in Need, Comic and Sport Relief).

11.5 In curriculum materials across all subjects, there are positive images of children and adults. Staff try to ensure that various groups are represented and not discriminated against.

12. Reasonable Adjustments and Auxiliary Aids

12.1 The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

12.2 Our school has a duty to make reasonable adjustments.

12.3 If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

12.4 Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

13. How we have developed our Scheme

13.1 When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

13.2 The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

14. Mechanisms for involvement

14.1 At Layfield Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- Exit interviews with pupils
- School Council
- Focus groups of pupils meet with staff for self-evaluation activities. Such groups always include a broad and balanced mix of pupils from different groups
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Pupil engagement in auditing provision
- Pupil involvement in policy creation

14.2 At Layfield Primary School the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff
- Regular meetings with union representatives
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management and appraisal

14.3 At Layfield Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:

- Text to be inserted into communication with parents: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.”
- Feedback through Governing Body meetings
- Feedback through PTA/Friends of Layfield meetings
- Feedback from adults using the school beyond the school day
- Parent Consultation Meetings

14.4 The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

15. Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as C.E.S.C.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.

- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities:

- The Headteacher is responsible for maintaining and sharing with all staff, the specific needs of vulnerable pupils and how their needs will be met (e.g. Pupil Premium)
- The Headteacher is responsible for ensuring the specific needs of staff members are addressed
- The Assessment Leader is responsible for gathering and analysing the information on outcomes for vulnerable pupils and staff including Pupil Premium.
- The Headteacher responsible for monitoring the response to reported incidents of a discriminatory nature
- The SENCo (Headteacher) of those responsible for overseeing interventions (e.g. Pupil Premium)

Parents/Carers:

- Have access to the Scheme.
- Are encouraged to support the Scheme.

- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published annually.

School Staff:

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

Visitors:

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.

16. Objectives

16.1 This Scheme is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

16.2 Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

16.3 We keep our equality objectives under review and report annually on progress towards achieving them.

16.4 Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

16.5 The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

16.6 The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form
- SIA Reports

Appendix 1: Equality Objectives Action Plan

Objective 1: In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special needs currently on roll is close to or is improving towards that of other pupils with the same starting points (Objective 4.1b SIP)

Aligned to protected characteristics(list protected characteristics):

What helped us arrive at this objective(consultation with stakeholders):

Tracking systems for attainment and progress
Individual Pupil Progress
Data analysis

Action	How?	When?	Who?	Cost	Success Criteria	Monitored
<ul style="list-style-type: none"> Data analysis 	<ul style="list-style-type: none"> Use APP to track achievement of pupils and identify where extra support is required. 	On-going	Teachers	None	Support is directed because gaps between groups or individuals have been identified early.	HO, Achievement Governor
<ul style="list-style-type: none"> Intervention 	<ul style="list-style-type: none"> Early support in class and at home Use PP to purchase resources for use in class or in intervention group. Use PP to provide intervention programmes. 	On-going On-going On-going	Teachers Parents HO HO	None	Gaps between groups or individuals close. Every child attains to their best ability. Resources are available to support pupils.	HO, JS, Achievement Governor, Inclusion Governor

