



Egerton Primary School

Equality Information and Objectives

Published equality information about the context of our school.

Published objectives 2022-2024

This is our published information (September 2022) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English. This is available on request.

The school is a one-form entry primary school and is a member of the The Learning Alliance Multi-Academy Trust in Cheshire East. The vision and values statement outlines our ambitions for the children, our place in the global community and our vision for learning.

We teach children about their rights and about our core values of respect, happiness and growth. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes and teaches the children to understand the British values of tolerance and mutual respect, democracy, individual liberty and the rule of law.

We are a Gold Rights Respecting School, as awarded by UNICEF in July 2022. The school's ambitious curriculum underpins our belief that all children have a right to thrive and learn within local, national and global context preparing them well for the next stages in their educational journey. We prepare children well for the opportunities, responsibilities and experiences of later life.

A very small number of our children have English as an additional language and we also have a below average number of children who are of Black or minority heritage. Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are reported on as a discrete group in order to demonstrate the effect of the additional funding on diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively on evidence-based approaches to support children both academically and emotionally where needed.

We invest heavily in the provision for early language, communication and reading, ensuring that those children who start school with a delay in their language are effectively supported

in their development. Funding is also used to subsidise school visits and emotional literacy support (ELSA) for those children who need it.

Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law. Many eligible pupils also have additional protected characteristics, for example disability or ethnicity.

We represent, discuss and welcome family diversity and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination. This strong approach is delivered through our Jigsaw curriculum covering all aspects of PSHE and Relationships and Sex Education.

We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and caring citizenship.

We challenge gender stereotypes and promote gender equality. We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing and using toilet facilities. Staff work supportively with pupils whose gender identity or sexual orientation does not fit traditional gender stereotypes. Guidance for schools supporting transgender pupils is available from the local authority.

We want all of our pupils to succeed and achieve their full potential; academically, physically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes.

Our school uniform is flexible and does not exclude anyone on the basis of gender, race, disability, gender identity, financial status or belief.

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. The SEND policy and Accessibility Plan are accessible from the school web site and are available in printed format on request. The school has data on its composition broken down by types of disability and special educational need.

The school is accessible to people with physical disabilities. There are ramps, an accessible toilet and wheelchair accessible routes on the ground floor. The school's accessibility plan explains in more detail the ways in which we plan to improve access to the environment, curriculum and written material for pupils.

The school works closely with school health to support both children and their families with any challenges that they are facing with health, behaviour and emotional difficulties.

We record and report instances of discriminatory language, child-on-child abuse or bullying, and try to help children to understand why discriminatory language does not belong in the atmosphere of positive and healthy relationships we promote.