Equality (and Diversity) information and objectives statement (2024-27) (STATUTORY)

Other Information: Links to other E.O. related documents, policies Eg. Accessibility Plan, Admissions, Behaviour, Complaints, Data Protection, Transgender, Redundancy, Leave, Maternity, Recruitment, etc Equality objectives must be published every 4 years Annually publish information/data demonstrating how we are meeting the aims of the equality duty	The Equality Act 2010 replaces all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation to provide a single source of discrimination law. The Equality Act 2010 ('the Act') sets out the law around equality matters in Great Britain. The Act provides protection against discrimination for the following range of diversity groups (or 'protected characteristics'): • Age • Disability • Sex/gender • Sexual orientation (including lesbian, gay, bisexual, transgender • Gender reassignment • Religion or belief • Marriage and civil partnership • Race (including ethnic* or national origins; colour; nationality) • Pregnancy and maternity In addition to the protected characteristics set out by the Act, the school believes it is also important to consider caring status and socio-economic conditions as part of its work around equality.

Ladybridge Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

Ladybridge Primary School is a diverse school and is committed to the principle of equality of opportunity for all (fully support and embrace the Equality Act), and is about ensuring that those working in and with our school:

- promote equality
- eliminate discrimination
- promote harmonious relations and help create good relationships between people of different groups.

Values, principles and standards:
Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- equality and social justice
- acknowledging and valuing diversity
- respect for others
- compliance with equal opportunities legislation
- elimination of all forms of prejudice and unfair discrimination
- active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour
- commitment to inclusive education which enables and supports all pupils to develop their full potential
- accountability for compliance with this policy by all members of the School communities and others engaged in School business or activities.

At Ladybridge, we will:

<u>Curriculum</u>

- equip pupils with the knowledge, understanding, skills and attitudes to recognise and challenge examples of inequality and prejudice that they might meet in their lives;
- plan and deliver a curriculum which promotes equal opportunities; that enables pupils to challenge discrimination, stereotyping and differences in aspirations; develops a knowledge and understanding of different individuals and groups, and equips them for life in a diverse community;
- provide opportunities within the curriculum, (appropriate to pupils' age/attainment) for pupils to understand and recognise prejudice/inequality and to challenge the myths and negative stereotypes that underpin prejudicial attitudes;
- use opportunities within the curriculum, extra-curriculum and assemblies to positively affirm the identities of all pupils, and ensure that the different needs of pupils are recognised and met.
- commit to fostering respect for the identities of pupils, students and staff, and their experiences, histories and concerns;
- recognise that every learner should be equipped with the knowledge, skills and achievements which they need for full participation in society;
- recognise that every learner should be encouraged to develop skills of non-violent conflict resolution;
- make use of equality-friendly research to ensure teaching and learning styles cater for different needs.
- recognise that all learners are entitled to a broad and balanced education, irrespective of the presence or absence of learners who are from different groups;
- provide appropriate support for any pupil for whom English is an Additional Language, and who has not yet achieved a functional level of English, in order that they can access the curriculum;

Resources

- ensure that each curricular area makes every effort to provide resources and materials that incorporate images that equally represent different groups;
- ensure that learning resources are not used which reproduce/reinforce negative stereotypes of people of different groups/backgrounds/communities;
- use displays that promote harmony and positive attitudes to equality, incorporating a range of appropriate images.

Assessment

- ensure that assessment activities and tasks are not biased so as to discriminate against any individual pupil/groups of pupils;

Wider

- work in partnership with parents/carers and the wider community to establish, promote and disseminate equality good practice and tackle discrimination;
- promote positive attitudes towards life in a diverse society and towards diversity and differences;
- commit to creating a school and wider community to which all its members can feel they belong;
- encourage, support and enable all pupils and staff to reach their potential;
- develop an ethos and presentation of the school on a day to day basis, and through the words and actions of its personnel, that challenges prejudicial/discriminatory attitudes and presents an inclusive atmosphere which supports children and adults to explore and value diversity;
- recognise that all pupils, parents/carers, employees and the wider community, can all contribute to the achievement of harmonious relationships between people of different groups (eg. nationalities, religions and ethnic heritages).

Staff

- commit to fostering attitudes of open-mindedness, empathy, understanding between different groups and the concept of global citizenship.
- expect that every individual will contribute to reducing and removing violence and harassment from schools.
- ensure that staff understand the differences between experiences, attitudes and achievements of different groups, so that practice will break down these barriers.
- know how to identify and challenge racial bias and stereotyping;
- know how to identify and challenge derogatory, homophobic, bi-phobic, transphobic bias and stereotyping and language.
- ensure that all staff are aware of their responsibilities and are given appropriate training and support;

Procedural

- provide appropriate support for victims and perpetrators of discrimination;
- take appropriate action in any cases of discrimination (including the official reporting and monitoring of incidents and the identification of a senior member of staff to oversee this action);
- regard all racist incidents as a serious matter;
- ensure there is an environment where all feel confident and safe to report racist incidents;
- keep up to date with equality legislation (by attending training and information opportunities);

- monitor individual pupil performance data on attainment and progress by different groups which can then be used as a positive tool to identify barriers to achievement and to establish strategies to raise standards of achievement for pupils of all groups, resulting in closing any gaps;
- use pupil data to monitor the attainment and progress of pupils by ethnic group, and to set targets for improvement;
- keep and analyse various logs/registers to monitor data by group to raise awareness and inform planning, for example, club attendance, rewards and sanctions, exclusion.

Equality Objectives 2024-2027

- **All pupils to make at least sufficient progress across KS2 in English and mathematics**
- **By the end of KS2, Disadvantaged pupils to achieve in line with their peers**
- **By the end of KS2, boys and girls to achieve similarly across all subjects.**

Background/Supporting Information

Gender Equality

Pupils:

- Boys are generally not achieving the same attainment level as girls, with 64% of boys and 71% of girls in the UK gaining five C/4 grade or higher at GCSE in 2024. The situation is complex however, with certain groups of boys doing as well as girls, whilst other groups of boys doing very badly.
- During their teenage years, girls are less likely to take part in physical education and sport compared to boys.
- Anecdotal evidence demonstrates that there is inequality in how boys and girls are viewed/supported by their parents/community (dependent upon factors such as culture, socio-economic status, religion, etc) – this impacts upon their aspirations, achievements, interests, opportunities and beliefs.

Staff (Re: employment – lack of men/women in senior roles):

- The teaching profession is female-dominated but women are under-represented in senior posts. Primary teaching exhibits the highest levels of gender segregation with about 15% of teachers being male.
- Teaching is a female-dominated profession – women make up over 75% of full-time regular teachers, 84% of primary teachers and 61% of secondary teachers in England. In addition to teaching staff, schools employ nearly half a million support staff, a majority of which are also female.
- However, women are severely under-represented in senior posts in schools making up only 38% of secondary head teachers and, whilst this is significantly higher (73%) for primary head teachers, this is disproportionate when compared to the % of men in primary education. Black and ethnic minority women in particular tend to be under-represented in senior management positions.
- Action is needed to encourage more women to seek promotion and enable them to do so by widening the opportunities for flexible and part-time working. Schools and local authorities should also consider developing mentoring schemes and training for women looking to move into senior management posts. To try and address this the school has:
    - Flexible/Part-time Working Policy
    - Equality of Opportunity for Training & Promotion
    - Work Life Balance

Disability Equality

What do we understand by 'disability'?
An agreed definition of disability supported by the Disability Rights Commission, is:
'a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out day-to-day activities. (DDA 1995 Part 1 para.1.1) It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function including what is often known as mental disabilities.'

The definition of disability covers a broad spectrum of impairments, including some of the following:

- cancer
- diabetes
- epilepsy
- HIV
- multiple sclerosis
- hearing or sight impairments
- mobility difficulties
- people with mental health conditions or learning difficulties/disabilities.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

Removing physical barriers - See the School's Accessibility Plan

Reasonable Adjustments - The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons/or their parents/carers and other outside agencies.
The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building
  and when
- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of their school life
- parents/carers of disabled students feel their child is part of the school
- staff feel confident in working with disabled pupils

Racial Equality

Area	Examples of current practice at Ladybridge
Activities, tasks, experiments, materials, examples and approaches reflect, and are sensitive to, the multicultural nature of society and relate to pupils' everyday experiences.	- Religious stories are told as part of Hinduism, Judaism, Christianity and Islam. - A variety of international websites are sourced as part of ICT lessons. - Pupils are made aware of how websites reflect the culture of the creator, and as such may be subjective. - In literacy, different forms of written and spoken English are explored through various genres and specific texts. - Literacy texts represent a variety of cultures from across the world. - 'Y6 explores the issue of 'race' in WWII and 'Slavery' and also looks at causes of conflict (including recent terrorist events) - Contemporary issues of social concern are discussed as part of PHSE, through The Big Question. - Issues of cultural identity, as well as local, national and international affairs are also explored at different times (including in response to current events). - Live and recorded music and instruments from a variety of cultures are used as a regular part of music lessons - Games/activities/dances in PE are drawn from a range of cultures - In Y1, pupils learn about Mary Seacole as part of 'Health and Medicine' - Additional activities/clubs eg. cooking club includes cooking from all over the world!; at break pupils take part in 'Just Dance on the wii'. - A number of books have been purchased that reflect diversity. - The art curriculum includes artists from a wide range of countries/backgrounds. See also 'British Values'
Pupils explore stereotyping of different ethnic backgrounds, faith communities as well as diversity within particular religious and faith traditions.	Books like 'Handa's Surprise' enable pupils to learn about different countries and cultures(including discussions around stereotype views) - Whole school assembly themes such as 'Colour' and 'What do you See?' deal proactively with stereotyping issues. Our Big Question also addresses aspects of this. - Advertising work in Y5 includes looking at representations of different people in the media.
Images and artefacts are related to their cultural contexts so pupils understand the ideas, beliefs and values behind their making.	- Pupils, through looking at Islam and Hinduism, learn about a whole range of artefacts and images related to these religions eg. Rangoli patterns in the temple, Diva Lamps in Diwali, etc - Y5 pupils study Early Islamic Civilisation
Pupils are taught to recognise how images and artefacts can influence the way people think and feel.	- Work across different topics, as well as in RE, literacy and PSHE include various (and frequent) references to symbols, artefacts and pictures.
Significant traditions and activities of families and communities from diverse ethnic backgrounds are explored.	- Mehndi patterns as part of cultural/ethnic traditions (e.g. south asia/ north Africa/middle east). - Pupils learn about the different religious festivals, including religious journeys. - Y6 pupils study 'India and Pakistan'
Pupils appreciate the range of technologies and tasks, both simple and complex, in societies past and present, and have the opportunity to explore the differences and similarities	- Pupils study/explore old objects and technologies from different cultures. eg pots and water systems from Ancient Egypt, round houses from the stone age, etc

Pupils establish links with culturally dissimilar schools locally, nationally or internationally.	Subject Leaders look for opportunities to connect with other schools, enabling pupils to learn about differences and similarities – this links to work on mutual respect and tolerance.
Visitors and visits (eg. the art, sports, religious) represent diverse ethnic backgrounds and faith communities, and provide opportunities for pupils to interact with people from diverse ethnic backgrounds (beyond school)	- Look for opportunities to bring in people of who represent different backgrounds - Different classes visit the mosque, temple and the church and there are visitors from different faiths
Pupils' own experiences and those of their families and communities are drawn on to illustrate historical, geographical and religious subject matter.	- KS2 topics look at migration and settlement and the differences/ similarities between communities and countries. - 'Houses and Homes' in Reception includes looking at people and buildings in our neighbourhoods/communities. - RE explores family life in different religions. - The Geography curriculum explores how different countries use geographical features.
Reference is made to both the creators and users of ideas and products from a variety of ethnic backgrounds, including the impact they have had on societies.	- Different number/writing systems are studied eg. roman numerals, hieroglyphics. - Y1 explore and compare the work and impact of Mary Seacole and Florence Nightingale.
Pupils are encouraged to develop their own sense of identity and encouraged to reflect on their own community beliefs and experiences and to learn from members of other faiths.	- THE Big Question covers a wide range of PSHE and SMSC aspects. - Our weekly assembly themes include examples such as 'We are the world', 'Rights and Responsibilities', 'Leaders and Followers', 'I have a Dream'.

the term "ethnic" applies to peoples and is **not specific to colour or religion. The policy should cover members of all ethnic and national groups represented in the school and its wider community, for example Gypsy travellers, refugees, asylum seekers as well as other less visible minority groups eg. Irish, Russian.*