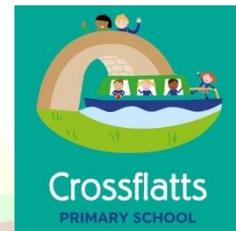




Crossflatts Primary School



Equality Statement

Approved by the governing body on: _____ May 2020

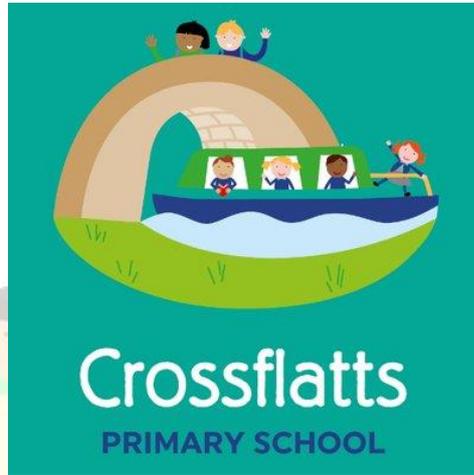
To be reviewed on: _____ May 2021

Signed on behalf of the governing
body: _____

NB. This guidance will be retained for a period of 7 years from replacement.

Crossflatts

PRIMARY SCHOOL



Crossflatts Primary School

Equality Statement

Statement Approval Date	May 2020
Statement Renewal date	May 2021
Statutory Statement	Yes
Statement on Website	Yes

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Equality Statement Crossflatts Primary School

Equality information and objectives

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

At Crossflatts Primary School

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (reassigned or planning to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

Our Core Values as a school are as follows:

We expect everyone within our school to demonstrate these values in their daily lives as a member of our community and to show:

Respect, Courage, Determination, Independence, Honesty, Perseverance, Care and Understanding, Initiative, Confidence and Self Esteem.

Our Duties

We welcome our duties to promote community cohesion (under the Education and Inspections Act 2006) and to eliminate discrimination, advance equality of opportunity and foster good relations

(under the Equality Act 2010). We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

We will:

As part of our duties we will publish information every year about our school population and outline how we have due regard for equality and how we promote community cohesion. We will publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 465

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability The Equality Act defines disability as when a person 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.’

We have a 16 place **Designated Specialist Provision** in our school where we welcome 16 children who have a formal diagnosis of Autism and require bespoke support to access mainstream learning.

Ethnicity

The main ethnic categories in the school are: White British, 92.32% Pakistani, 3.2%, White & Asian Heritage 1.4%, White Eastern European 1.75%, other 1.73%

Religion and belief

Approximately 46% of our school population are Christian and 3% are Muslim and 43% are non-religious. There are also Sikh and Hindu children who attend our school.

Information on other groups of pupils

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support. In addition to pupils with protected characteristics, we wish to provide further information on the following

Pupils from Low Income Households

	R	1	2	3	4	5	6	Total	%
Number of pupils currently eligible for Free School Meals Pupil premium	3	7	6	4	8	7	4	42	9.03%

Pupils who speak English as an Additional Language (EAL)

	R	1	2	3	4	5	6	Total	%
Pupils who speak English as an Additional Language	0	2	0	3	1	3	2	11	2.36%

Looked After Children

We have three Looked After Children (CLA) in School and we are aware of the difficulties which they may face. Mrs Thirkill our Deputy Headteacher for Inclusion takes responsibility for their progress working where necessary with Bradford Council's CLA Virtual Headteacher.

Teaching resources are routinely evaluated to ensure they are accessible to all children. The engagement of parents/carers in formulating plans to support their children is central to the work of the school. Access to teaching and learning for SEND children is monitored through the school's self-evaluation processes. Diverse abilities within our school are equally celebrated.

Attendance is above the national average. Although there are still some pupils whose attendance is not meeting this target.

%	R	1	2	3	4	5	6	Total
Attendance	94.53%	96.10%	97.76%	97.03%	96.98%	96.29%	97.32%	96.44 %
Authorised	4.86%	3.09%	2.11%	2.58%	2.61%	3.11%	2.44%	3.14%
Unauthorised	0.61%	0.81%	0.13%	0.39%	0.51%	0.60%	0.13%	0.45%
Persistent absence below 90%	8	7	1	2	3	4	5	42
Lates	0.24%	0.42%	0.46%	0.47%	0.79%	0.17%	0.53%	0.44%

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Related policies in place are anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, and SEN.
- We have an accessibility plan for the disabled
- We provide admission arrangements so that new arrivals have an induction.
- Exclusions are monitored and reported.
- Incidents of harassment are recorded.
- Staff and governors have regular safeguarding and SEN training.
- Bradford Local Authority complaints procedures are followed.

- Non-discriminatory employment practice is adhered to.
- There are staff, pupil and governor codes of conduct.
- EAL & ELKLAN strategies are employed and resources targeted.

Disability

- We have a 16 place Designated Specialist Provision (DSP) for children who have a formal diagnosis of Autism to support these children access mainstream learning.
- We provide equal access to all areas of the curriculum and provide support where necessary.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.

We advance equality of opportunity by:

- Providing equal access to all areas of the curriculum.
- Providing additional support and resources as and when necessary.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we have regard to the need to:

- Support disabled learners and staff by meeting their individual needs.
- Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them.
- Provide adequate training for all staff.
- Track and monitor identified groups and their access and performance.
- Provide additional support and resources as and when necessary
- Provide equal access to all areas of the curriculum

We foster good relations and community cohesion by:

- Involving parents in understanding how they may help their children at home with their learning.
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities.
- Providing an anti-prejudice curriculum which is incorporated into Citizenship and Spiritual Moral Social and Cultural (SMSC) learning and which celebrates difference and diversity.
- Ensuring that pupils learn about the experiences of disabled people and how they may encounter prejudices.
- Providing policies, systems and procedures that promote tolerance and tackle prejudice e.g. Behaviour Policy, Anti-Bullying Policy, E-safety Policy, Safeguarding policy.

What has been the impact of our activities? What do we plan to do next?

- Our pupils with SEND are making strong progress closely alongside and sometimes beyond that of their peers.
- We track the progress of our children, not only in terms of their academic capabilities but also their social, emotional and mental health.
- We aim to prepare children for the real world.
- Every achievement is celebrated.
- We provide a personalised and bespoke curriculum to those children with additional needs.

Next Steps

- We will continue to develop working relationships with all parents to ensure children are also well supported from home.
- We will ensure that children and staff are clear of their next learning steps.
- We will continue to ensure that interventions make the greatest possible impact on the child involved.

Ethnicity and race (including EAL learners):

- We have a range of languages spoken in the school and there is a wide variety of cultures.
- Our pupils are very respectful of each other's ethnicities and cultures.
- We have a great emphasis throughout the curriculum on Spoken Language.

We advance equality of opportunity by:

Assessing attainment and progress with regard to ethnic groups at least 3 times per year to ensure pupils who are falling behind are targeted for support as soon as possible.

We foster good relations and community cohesion by:

- Following a curriculum that supports pupils to understand, respect and value differences and diversity.
- Ensuring that the curriculum challenges racism and stereotypes.
- Ensuring that all ethnicities are made to feel welcome and included.
- Offering support and information for parents.
- Involving parents, carers and families in participating in workshops e.g. Wander and Wonder, Christmas Sparkle, Grandparent's lunches and Summer Sparkle.
- Ensuring Friends of Crossflatts Primary School, our PTA is open to all and positively promoted to our parents from different ethnic groups.

What has been the impact of our activities? What do we plan to do next?

- Our EAL learners achieve as well or better than our non-EAL learners.
- At present (Spring 19/20) 82% children are at age related expectations (ARE).

Next Steps

- We will continue to work closely with families to break down any barriers to learning and ensure success for our learning.
- We tailor our curriculum and deliver high quality information to close any gaps in learning.

Gender Summary information:

The progress and attainment of boys and girls is monitored regularly.

We advance equality of opportunity by:

- Monitoring the attainment of all pupils by gender.
- Setting targets to improve the attainment and rates of progress of particular groups of boys and girls.
- Identifying and addressing barriers to the participation of boys and girls in activities.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress – fathers and male carers are particularly welcomed.

We foster good relations and community cohesion by:

- Ensuring we respond to any sexist bullying or sexual harassment.
- Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereo-typical images of women and men, girls and boys across the curriculum.

What has been the impact of our activities? What do we plan to do next?

- Girls slightly outperform boys in English across school although boys outperform girls in maths.
- We monitor any discrepancies in data within year groups during pupil progress meetings and ensure teachers are aware of any significant differences between girls and boys progress.

Next Steps

- We plan quality first intervention through targeted strategies.
- We tailor the curriculum to ensure we meet the needs of all children.

Religion and belief

Approximately 41% of our school population are Christian, 3% are Muslim and 42% are non-religious. We promote this diversity and promote understanding and acceptance of all pupils and their families regardless of their religion and belief.

We are committed to working for the equality of people based on their religion, belief and non-belief.

To meet our duties under the Equality Act 2010,

We advance equality of opportunity by:

- Studying all major religions and beliefs.
- Building on children's cultural backgrounds to develop understanding of themselves and others.

We foster good relations and community cohesion by:

- Our curriculum, especially in Religious Education and Personal Social Health and Economic learning, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- Enabling pupils to develop respect for others and helps to challenge prejudice and discrimination.
- Holding special assemblies to mark the main religious festivals.
- Visiting local places of worship, including a mosque and a church.
- Tackling any form of bullying based on religious discrimination.
- Tackling prejudices relating to racism and xenophobia.
- Inviting local faith leaders into school to lead assemblies

What has been the impact of our activities? What do we plan to do next?

- Our children are very tolerant of one another's beliefs.
- We have a clear set of values that underpins our ethos.
- Pupils and parents of different faith groups feel valued and respected.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

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Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Who we consulted	Issue	Outcome
June 2019	All parents	How new assessment Information and systems are most usefully communicated to our parents.	Amendments made to how we communicate each child's learning journey.
Oct 2019	All parents	Homework	Amendments made to our system of homework to ensure easy for all families to access.
Half termly	All parents	SEND Provision	Regular meetings/ workshops & speakers to support parents who have children with SEND, particularly Autism.

We consider what the impact of any decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

Objective 2019/20 (See School Development Plan)

Priority 4

To have a greater impact on consistently diminishing the difference for our disadvantaged non SEN pupils in all subjects across the school.

To ensure all pupils consistently achieve nothing less than age related expectations and making at least good progress from their starting points with an ever increasing number of children achieving more than what is expected across all subjects.

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