



Shardlow Primary School

Aspire Achieve Thrive



Equality Duty Information Report

Updated Autumn 2024

Approved by Governors out of committee 15.10.24



1. The Public Sector Equality Duty

- 1.1 The Public Sector Equality Duty is set out in Section 149 of the Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:
- 1.2 Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- 1.3 Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- 1.4 Foster good relations between people who share a relevant protected characteristic and people who do not share it
- 1.5 The full Act is available [here](#).
- 1.6 The Equality Act 2010 requires schools to publish information to demonstrate compliance with the aims of the Public Sector Equality Duty.
- 1.7 Schools have to update the published information at least annually and to publish objectives at least once every four years.
- 1.8 Published information includes:
 - Information about how the school is performing in relation to the three aims of the Equality Duty:
 - Eliminate unlawful discrimination, harassment and victimisation.
 - Advance equality of opportunity.
 - Foster good relations.
 - Information about the diversity of the school population, relating to persons who share a relevant protected characteristic. This includes:
 - Pupils (***see Appendix 1: School Profile***)
 - Employees (*if the school employs 150 staff or more*).
- 1.9 Schools must ensure that individuals are not able to be identified through the publication of data. In line with DfE guidance, Shardlow Primary School does not publish data that relates to fewer than 3 people (staff or pupils). We will not publish any information that can specifically identify any child.
- 1.10 The information published in this document is our response to the Public Sector Equality Duty.

2. How does Shardlow Primary School comply with the Act?

- 2.1 Shardlow Primary School acts to address barriers faced by pupils, parents, volunteers, visitors, trustees and governors with protected characteristics. We are also working hard to be a good employer of people with protected characteristics.

Setting equality objectives

- 2.2 Our aim is that **all** our pupils, staff and other members of the school community are enabled to **Aspire**, **Achieve** and **Thrive**.
- 2.3 Shardlow Primary School takes full account of equality and accessibility in day-to-day policy, decision-making and practice. Shardlow Primary School's Equality & Diversity Policy sets out our commitment to equality and diversity and how we address the principles of the Public Sector Equality Duty (the Equality Plan).
- 2.4 Equality objectives are addressed through the School Improvement Plan, Equality Action Plan and Accessibility Plan as appropriate.
- 2.5 We involve and consult staff, pupils, governors, parents and carers, trust central staff and directors as appropriate when setting and reviewing our objectives.
- 2.6 Our equality objectives are based on our analysis of data and other evidence. They focus on those areas where we have identified actions we can take to improve equality and tackle disadvantages. We regularly review the progress we are making to meet our equality objectives.

Addressing our responsibilities

- 2.7 We address our responsibilities as follows:

- Through our admission procedures and continuous review, we identify children who have specific needs and work in partnership with parents and carers to address these in the most appropriate way
- We collect data and monitor the progress and outcomes of different groups of pupils and use this data to support school improvement. We act to close any gaps, for example, for those making slower progress in acquiring appropriate literacy and numeracy skills.
- We use a range of teaching strategies to ensure we meet the needs of all pupils. We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We take opportunities to reduce and remove inequalities and barriers that may already exist between, for example:
 - disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where required.

Positive action

- We take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics (e.g. targeted support).

Fostering good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

Other ways we address equality issues

- We ensure all staff and volunteers understand their responsibilities through induction training and training, briefings and discussions throughout the year. We maintain records of all staff and volunteer training relating to equality & diversity
- We consider equality and diversity implications when reviewing existing policies and procedures and introducing new policies and practices
- Governors review equality and diversity issues regularly at governing body meetings. The board of directors and each academy governing body has an individual nominated to monitor equality and diversity issues, objectives, progress and achievement.
- We seek and review feedback from parent questionnaires, parents' evenings, focus meetings and other opportunities to engage with parents, carers and the wider community as they arise.
- We seek and review feedback from staff surveys, staff meetings and training events
- We review feedback and responses from the school council and PSHE lessons
- We consider issues raised in annual reviews or reviews of progress on individual education plans/ personalised provision maps, mentoring and support.

Monitoring and reviewing objectives

- We review progress against our equality objectives every year and publish a report annually on progress towards achieving them.

3. Our progress and achievements

- 3.1 Please see ***Appendix 2: Annual Progress Report*** for some examples of what we have done in the last year towards fulfilling our responsibilities under the Equality Act 2010 and the Equality Duty.

4. Our current objectives

- 4.1 Please see ***Appendix 3: Equality Objectives and Action Plan*** for our current objectives and action plan for this 4-year period.
- 4.2 Each year, we will work together with our school community to deliver our equality objectives.
- 4.3 We will report annually (as a minimum) to show evidence of the steps being taken and progress made towards meeting our equality objectives.



School Profile 2023-2024

Number of children on roll	93
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Sex

Male	48	Female	45
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Ethnicity

Any Other Asian Background	2	Bangladeshi	4	Indian	0	White / Black Caribbean	6
Any Other Black Background	0	Black - African	0	Pakistani	0	White Asian	3
Any Other Ethnic Group	0	Black - Caribbean	0	Traveller of Irish heritage	0	White / Black African	2
Any Other Mixed Background	0	Chinese	0	White British	74	Refused	0
Any Other White Background	0	Gypsy/Roma		White Irish	0	Not specified	0

SEND

No SEND Provision	15	Moderate learning difficulty	1
SEN Provision – EHCP (E)	3	Profound & multiple learning difficulty	1
SEND Provision – Support (K)	13		
Total SEND – E & K	16		

Specific disabilities

ASD <i>Autistic Spectrum Disorder</i>	5	Genetic disorder	3	Speech, Language and Communication Need	7
ADHD <i>Attention deficit/hyperactivity disorder</i>	2	Hearing Impairment	1	Visual Impairment	1
Cognitive Learning Disability	1	Physical Disability	3	Other Disability	0
Disability through illness/sickness	1	Social and emotional/mental health	7		

Religion/belief

Buddhist	1 WL	Jewish	0	Other	1 IM
Christian	14	Muslim	4 AA,MA,EA,HA	Born again	0
Hindu	3 KL,KL,KI	Sikh	0	Jehovah's Witness	0
Methodist	0	Not Specified	38	Roman Catholic	0
R/C Muslim	0	Church of England	10	Catholic	2 NB,NB
No Religion	17				

Other Protected Characteristics

Gender reassignment	0	Sexual identity	0
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Shardlow Primary School

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Annual Equality Duty Progress Report

2023-2024

Our equality objectives help us enable all our pupils, staff and other members of the school community to **Aspire, Achieve, Thrive**. Here are some examples of the progress we have made in the last year towards our equality objectives.

Objective 1: To narrow the gap between pupils from low/no-income families and those of their peers.

- See the **Shardlow Primary School Pupil Premium Strategy**

Objective 2: To ensure curriculum provision meets the needs of all children including those with SEND

Actions taken	Impact
Introduced SEND learning packs to support pupil access.	Children now have the resources to support themselves accessing the curriculum- such as regulating their emotions, using adapted equipment or support materials. This has both increased their independence and reduced pressure on teaching staff.
Extend fast track phonics to pupils within KS2.	This has helped to improve children's reading fluency, improving access across the curriculum.
Provide Adaptive teaching strategies training to teaching staff (SSSEN and SENCO).	This has enabled teachers to be better equipped to scaffold pupils effectively, giving them greater chance of success.
Provide AFL training to all teaching staff (SENCO).	This has enabled teachers to be stronger at identifying when children need support and intervening early on.
Nest provision to support pupils with managing their SEMH.	This has supported children to regulate and has improved the amount of time they can spend accessing whole class learning.
Interventions to support a range of needs such as gross and fine motor.	Pupils are more confident and able to access physical development goals and use fine motor skills in areas such as handwriting and scissor cutting.
Individual interventions in maths, reading and writing.	Pupils are supported at a level suitable for their individual needs, enabling them to gain confidence from personal successes. Pupils with this support have shown good progress at their level.

Objective 3: To protect pupils and adults against prejudice and increase understanding of equality through direct teaching and training.

Actions	Impact
Enhanced training for staff and governors on the 9 protected characteristics- initial training and then followed with retrieval activities in meetings.	More staff and governors able to name the 9 protected characteristics All staff and governors able to name more than previously.
Introduction of an equality and diversity ambassador role in the school council- sharing ideas, reflecting on the impact of school council decisions on specific groups, raising awareness.	Pupil voice on diversity and equality was much stronger. The ambassador suggested whole school activities related to equality and diversity including a culture day and 'acts of diversity' week for assembly. Pupils had greater awareness of their own



	and others' culture heritage and the prejudice which still affected
Introduction of a monitoring sheet to monitor access to after school clubs for specific groups.	SLT have greater awareness of groups or individuals not accessing after school clubs to enable a more strategic approach to planning clubs for the next academic year including removing any barriers for specific groups.
Equality and diversity 'thread' included to assembly plan with at least one assembly each half term to help raise awareness and cover a range of concepts across the year.	Through the assemblies we hope that in time pupils will have greater respect, understanding and empathy for one another. There is a greater sense of belonging and inclusivity in the school. There were less reports of racist related incidents in 2023-2024 too.
Added an equality, diversity and inclusion section to the school newsletter	Greater awareness amongst parents and the wider school community of the work we are doing to support equality, promoting the importance of equality, diversity and inclusion.

Objective 4: To ensure all staff, volunteers, governors and directors are aware of current legislation surrounding equality and diversity and understand their responsibilities within this legislation.

- The Equality and Diversity policy and objectives are reviewed by the CEO and directors and shared with the whole school community
- Training cycle includes equality and diversity training for all staff and governors
- Equality and Diversity policy and the Equality Objectives are shared as part of staff induction
- Equality & Diversity is a standing agenda item as part of the CEO Report on Board of Directors' meetings
- Equality & Diversity is a standing agenda item as part of the Headteacher's Report on Academy Governing Body meetings
- Equality & Diversity Link Governor appointed
- Training & staff briefings



Equality Objectives and Action Plan 2023-2027

Objective 1

To ensure inclusive and accessible learning environments for all pupils, with a particular focus on those with Special Educational Needs and Disabilities (SEND).

Why?

Inclusive learning environments are crucial for the academic and social development of all pupils, especially those with SEND. By fostering inclusivity, we aim to create a school culture that ensures every pupil feels welcomed and supported.

Action plan:

Conduct a comprehensive accessibility audit of the school premises to identify and address physical barriers for SEND pupils and make any necessary adjustments or adapt longer term plans such as the business management plan to meet these needs.

Further enhance staff awareness of individual pupils needs by including on-going physical and visual learning supports for SEND pupils, for example reading overlays, wobble cushions; visual timetables etc embed the monitoring of these supports into the on-going monitoring cycle.

Provide specialised training for all teaching staff on inclusive teaching practices, with a focus on adaptation of curriculum materials to meet the diverse needs of SEND pupils.

Objective 2

To develop a strategic approach to monitoring the engagement of pupils with a special educational need or disability and those from minority ethnic groups, accessing the school's enrichment and extra-curricular offer.

Why?

At Shardlow we are very proud of our enrichment and extra-curricular offer and we have some wonderful anecdotal examples of pupils from minority ethnic backgrounds and or those with a special educational need or disability, accessing this offer, however we would like to develop a more strategic approach which ensures that any trends or gaps are quickly identified and we can then work to identify and overcome barriers to access.

Action plan:

Develop a system for recording and tracking pupil access to enrichment activities and clubs.

Use this data to identify any emerging trends around pupil groups including SEND and ethnic minority groups.

Use stakeholder voice to identify the potential barriers to access and devise and implement a plan to address these.

Objective 3

Raise awareness of the 9 protected characteristics with staff, pupils and governors

Why?

Raising awareness of the 9 protected characteristics is crucial in fostering an inclusive and equitable environment our school. By promoting awareness of these traits, we not only uphold the principles of fairness and justice but also empower our students to embrace diversity and cultivate a culture of respect and acceptance.

Action plan:

Continue to audit our curriculum through the lens of the protected characteristics; integrating lessons and activities that celebrate diversity and highlight the significance of the 9 characteristics across subjects.

Invite guest speakers or organize assemblies that address the importance of diversity and the impact of the protected characteristics.



Provide on-going training for staff to ensure they are equipped with the knowledge and skills needed to create an inclusive environment. This includes understanding the nuances of the protected characteristics and addressing any biases that may exist.

Decorate classrooms and common areas with inclusive visuals, such as posters and artwork that represent a variety of cultures, abilities, and backgrounds. This creates a visually stimulating environment that reflects the diversity within the school community.

Continue to ensure that books used across reading activities feature characters and stories representing the different characteristics.

Organise regular events and celebrations that highlight cultural festivals, awareness days, and milestones related to the protected characteristics.