

# Sharp Lane Primary School Equality Information and Objectives

## Public Sector Equality Duty

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.

Sharp Lane Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise, respect and celebrate difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

### **Equality Information** *(Data correct as of 31<sup>st</sup> October 2023)*

Number of pupils on roll at the school: 553

Age of pupils: 4 to 11

### **Information on pupils by protected characteristics**

The Equality Act 2010 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.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

### **Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)

- Young carers
- Looked after children

<b>Race/Ethnicity</b>	<b>%*</b>
Any other Asian background	0.2%
Any other Black background	1.4%
Any other ethnic group	0.5%
Any other mixed background	2.2%
Any other White background	0.4%
Black - African	9.4%
Black Caribbean	0.4%
Chinese	0.2%
Gypsy	0.2%
Gypsy Roma	0.5%
Indian	1.1%
Pakistani	0.4%
Refused	0.2%
Roma	0.5%
White - British	68.7%
White – Eastern European	5.4%
White - Irish	0.4%
White and Asian	0.9%
White and Black African	1.3%
White and Black Caribbean	1.6%
White - English	0.4%
White – Other	2.4%
White Any Other	0.2%
Other Pakistani	0.5%
Other Mixed	0.4%
Other Mixed	0.2%
Other Gypsy Roma	0.2%
Other Black African	0.2%

*\*Please note that these percentages are for those children of Compulsory School Age and not the whole school population.*

**Gender:** 54% male, 46% female

**Pupils eligible for Free School Meals (FSM): 29%**

**Pupils eligible for Pupil Premium Funding: 30%**

**Ever 6 Service Children: 0.5%**

**Pupils with Special Educational Needs (SEN): 17.1%**

**Pupils with English as an Additional Language (EAL): 16%**

**Young carers: 0%**

**Looked after children: 0.1%**

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups remains less than the gap nationally or is removed.

### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Sharp Lane Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We comply with our statutory duty (s149) in regard to equality:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures

### **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it** We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Listening to parents/carers
- Listening to pupils at all times

### **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it** We foster good relations by:

- Ensuring that Sharp Lane Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship

## Equality Objectives

Objective	Which group(s) with protective characteristics will this benefit?	Actions and who will be involved	Timescale	Which general duty(ies) will it address	How will we measure our success
To promote further the cultural development of pupils and to consolidate their understanding through a rich range of experiences both in and beyond school	Disability Gender Race Religion or Belief Sexual Orientation Gender reassignment	Programme of visits to include places of worship. Visitors to share different faiths and cultures. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. World Cup Wednesday and work surrounding the Coronation of King Charles III will be used to increase understanding of diversity. Sharp Lane Journey to be refined and further curricular experiences to be embedded within school life.	Programme in place and ongoing.	Will eliminate unlawful discrimination, harassment, victimization and other conduct prohibited by the Act. Greater understanding and respect for differences.	Pupils will have a wide experience of a diverse society. Children understand they are part of a multi-faith and multicultural society.
To ensure the school environment and curriculum is as accessible as possible to all pupils, staff and visitors.	Disability Gender	Keep accessibility plan up to date (see plan). SENDCO and Health and Safety Governors. Work to continue to make experiences outside of the school building accessible to all. Adaptations to residential offer for pupils with SEND and/or disability to be refined further. Opportunities for all groups to participate in curriculum enrichment to be led by PE and learning outdoors team.	Ongoing	Advance equality of opportunity between people who share protected characteristics and those who do not	All pupils, visitors and staff able to access learning environment.

		Significant events to be used to promote the understanding of all pupils – this to include the PDRL World Cup, Women’s Rugby League World Cup and also the Wheelchair Rugby World Cup.			
To monitor assessment data to ensure children are not being disadvantaged by belonging to a protected group	SEND Gender Race Religion or Belief	Careful tracking of attainment and progress for pupils with protected characteristics. Where appropriate to work with external agencies to achieve the best outcomes for children. Pupil progress discussions, internal and external moderation to have key lines of inquiry surrounding identified groups and to quality assure the offer for all pupils. Unconscious gender bias to be spoken about within feedback strategies to ensure that all pupils are assessed equally and fairly in every day assessment for learning cycles.	Ongoing	Advance equality of opportunity between people who share protected characteristics and those who do not	By outcomes and progress of pupils
To develop pupil knowledge of equality	Disability Gender	PSHE lessons to be delivered in line with Leeds wide scheme of work weekly and as needed.	Ongoing	Will eliminate unlawful discrimination,	Behaviour data will show an decreased



and diversity by weaving it through our school ethos and practices with the support of the Anti-bullying alliance and to embed the British value of tolerance (Mutual respect and tolerance of those with different faiths and beliefs and for those without faith)	Race Religion or Belief Sexual Orientation Gender reassignment	Curriculum enrichment opportunities to be created that expose pupils to different faiths, festivals and other unique events. Restorative practice approaches to be used in line with the whole-school positive behaviour policy when resolving conflict. Behaviour data to be monitored weekly by phase leaders and half-termly by DHT.		harassment, victimization and other conduct prohibited by the Act. Greater understanding and respect for differences.	amount of intolerant behaviour. Pupils respect towards each other will improve.
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