

Pipworth Community Primary School
**EQUALITY STATEMENT
AND ACCESSIBILITY PLAN**



Date Reviewed:	October 2025
Reviewed by:	Head Teacher
Policy to be reviewed by:	October 2026

Introduction

The Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced by the Equality Act 2010.

By placing an equality perspective in all of our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours. This enables us to address the issues in creating an inclusive whole school environment.

Signature:

Headteacher.....

Date.....

Signature:

Chair of Governors.....

Date.....

Introduction

Pipworth Community Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Every person has one or more of the protected characteristic; therefore the Act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, victimisation or by failing to make a reasonable adjustment for a disabled person. Since 6 April 2011 all public bodies including:

- local authorities
- schools, colleges and other state-funded educational settings including academies

have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.

- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time

Leadership

Within our school all staff and Governors at the school are responsible for ensuring that the school meets its duties under the Equality Act 2010.

Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of pupils or our staff.

Training

We will provide relevant training by using all suitable delivery methods

Procurement and Contractors

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement

Visitors to the School

We will take steps to ensure that all visitors to our school, including parents, act within the requirements of our Equality Statement.

Publishing the Statement

We will publish our statement **as a separate policy and share it with stakeholders.**

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms, **to the Governing Body of the school.**

Reviewing and Revising the Equality Statement We will review and revise the Statement no later than four years from publication of this statement.

How we will meet the General Duty & Specific Duty

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach to gathering information and objectives is set out at Annex 1 and 2.

Annex 1

Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics.

In collating equality information we have:

- Identified evidence of what policies and practice are already in school and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed the effectiveness of our approach to equality.

Our equality evidence highlights:

Age

- Our workforce profiling data indicates 52.38% of our staff are currently aged 50 plus and 14.28% of our staff are currently aged 35 and under.
- Given the age profile of our workforce, as a school we do not view succession planning as a major priority for our school, however, we have for some time been succession planning for Leadership due to the current HT indicating she will retire early.

Disability

As at October 2024

- we have 1.03% of children with a range of disabilities
- we have 30% of children who are on the SEN register
- we have 1.58% of staff members who have provided information that they have a disability, but we are mindful that staff can be reluctant to declare a disability.

A major issue for our school is that we are a split level site in an old building. This poses particular challenges for physical access. We installed stair lift chairs and we have undertaken ongoing work to improve access. We changed access to reception and FS2 to make this easier for disabled people. We take a flexible approach towards making adjustments to support any disabled staff.

Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively.

Gender Reassignment

- All of our policies and procedures are based on the model policies of Sheffield City Council.

Marriage and Civil Partnership

- All of our policies and procedures are based on the model policies of Sheffield City Council.

Pregnancy and maternity

- The school currently has a younger female workforce.
- All of our policies and procedures related to maternity and paternity are based on the model policies of Sheffield City Council.

Race

- 19.37% of our pupils are from a BME background.
- 32.04% of our pupils are from a BAME background.
- 31.27% of our pupils have English as an Additional Language (EAL). We are increasingly identifying EAL provision in the curriculum.
- We monitor our curriculum and resources to ensure they reflect diversity.
- We have identified issues around our BME pupil population. These include settling into school, communication with parents and attainment.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- 4.76% of our staff is BME and includes both teaching and support staff.
- 6.35% of our staff is BAME and includes both teaching and support staff.

- The curriculum includes a range of activities involving parents and international events within school, Olympic and World Cup celebrations, visits to places of worship of different religions.
- 30.76% of our governing body is BME.

Religion or belief

We have frequent visits from the local community church leaders. The children make regular visits to different places of worship and have the chance to talk with religious leaders from different faiths. We include stories from different faiths in assembly and pupils have the chance to look at and discuss different religious artefacts.

Gender

- Our governing body has a male chair and male vice chair and is 61.54% male, 38.46% female.
- Our staffing profile is 11.10% male, 88.90% female with a female Headteacher. As a school we are mindful of the importance of recruiting good role models, both male and female, but we are aware of the need to try to recruit more male members of staff
- Within our school where possible and practical we encourage flexible working, and we follow local authority policies and procedures to support this process.
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly.

Sexual orientation

- Though we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies of Sheffield City Council and any member of staff or the Governing Body would be supported as necessary.

Cohesion

- As a school we have used circle time as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. We hold annual anti-bullying week. We have worked to actively make our governing body representative of the communities that we serve.
- We have various events in school and across schools to celebrate diversity and to encourage interaction. For example- Express Yourself days
- We have themes that enable our pupils to learn about cultures from around the world and plan events where aspects of the pupils' cultures are valued and celebrated.
- We are part of a School Company, SSEL, working closely with Locality C schools, some of which have very different pupil profiles and we work with them on shared events and goals.
- We have careers week, developing links with inspirational older members of the community, who visit the school and talk about their lives and perspectives.
- The school embeds the use of local facilities and resources (e.g. Manor Lodge Discovery Centre; Whirlow Farm, Thornbridge, Kingswood, Norfolk Park) in its curriculum and works with a range of environmental agencies.
- In addition to local links and activities, we have developed national and international fundraising links, for example charitable work around Sports Relief, Children in Need, the British Legion.

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, BAME, EAL, FSM, and SEN) and develop action points for the school accordingly.
- We have developed alternative provision and intensive support for pupils with more complex/emotional needs.
- We have two SENCOs, who co-ordinate all our work to support vulnerable groups, supported by a larger than average learning mentor team.
- We have set up ARCs for speech and Communication needs and Cognitive learning so that SEND pupils can access learning at an appropriate level.

Annex 2 Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Improving physical access for all (including those with disabilities) so that all areas of school are accessible.	Staff Pupils	<ul style="list-style-type: none"> Fitting of a stair lift down to the art and drama studio, so that this area is accessible. Handrail on FS stairs, at child height. High Visibility guide lines and markers for transition of pupil with Visual disability - corridors and leading to classroom. 	HT Building Supervisor	Safe physical access arrangements for staff and pupils to all areas.
To raise the attainment in English (reading and writing) in boys. Ongoing analysis of attainment and progress, used to plan support and next steps in learning.	Staff Pupils	<ul style="list-style-type: none"> Frequent inter-school and cross school moderation – ongoing. Termly analysis of pupil data-ongoing. Termly Pupil Progress Meetings involving relevant staff- ongoing. Embed use of Lexia, assessment and planning tool for complex SEND- increase number of licences Embed BTK and Locke and Beech for assessment of complex SEND pupils – completed – now needs embedding. Review assessment of wider curriculum subjects. Whole school strategic planning of writing SIDP Priority 1. 	HT SENCOs	Improved attainment of boys in reading and writing, closing the gap to girls attainment in these subjects. Improved assessment for learning systems within school.
Support and tailored provision for pupils displaying complex emotional needs	Identified Pupils	<ul style="list-style-type: none"> Identification of pupils requiring additional support – ongoing. MAST referrals to support pupils and families – ongoing. Map intervention within school to meet pupil needs – ongoing. Continue support for emotional new arrivals to country. New information gathering review – ongoing. Direct employment of a clinical psychologist – continue. Refer pupils for Locality C package of support if necessary – ongoing. Develop provision and supporting resources for vulnerable pupils – quad environment. To become a positive regard school to create safe places for pupils to self-regulate. Talk about global citizenship and widen pupils horizons. 	HT DHT SENCo HT DH	Pupils with more complex needs to engage productively. Parents are supported appropriately.
Ensure we fulfil statutory obligations for pupils with specific medical needs.	Identified pupils.	<ul style="list-style-type: none"> Continue to work with parents on care Plans and liaise with school nursing for training where necessary. 	HT DHT SENCo A Hoyland	Equality of opportunities for pupils with specific medical needs.

To encourage girls to consider non-stereotypical career options.	Pupils	<ul style="list-style-type: none"> • Continue to run Careers week with non-stereo typical careers for both genders. • Continue links with AMRAC and University of Sheffield in visitors that are female-engineers, welders, researchers etc as role models for girls • Set up after school STEM club with University of Sheffield, extend to family projects. • Join Secondary schools career fairs with character building workshops to develop resilience, team work etc 	HT DHT	Pupil interviews
Ongoing objectives		•		
Increase pupil voice and contribution to school improvement.	Pupils	<ul style="list-style-type: none"> • Maintain developments with regard to school council • Collecting pupil voice regularly and involve pupils in school decisions. 	HT DHT Clinical Psychologist	Maintain and further develop mechanisms to enable pupil voice
Governor Representation and Development	Governors Staff Pupils	<ul style="list-style-type: none"> • Continue regular development sessions at full governing body meetings • Maintain strategic policy, and key area governor links 	HT Chair	Promote involvement and engagement of governing body