

Durham Lane Primary School
Equality Statement and Single Equality Scheme
2020-2023

Equality Statement

Durham Lane Primary School is committed to equality:

- We ensure that everyone in school is treated fairly and with respect;
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way;
- We ensure that school is a safe place for everyone;
- We consult with people from different groups and involve them in our decision making;
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Our Vision

We believe that our children should not be defined by their socio-economic circumstances, ethnicity or gender status. We expect them to achieve the very best that they are capable of in readiness for their future lives.

At Durham Lane Primary School we aim to maintain a secure, caring and stimulating community in which children are encouraged to have respect for themselves and each other. Through quality teaching and learning, children are given the opportunity to develop individuality and responsibility, and are challenged to achieve their full potential. We believe it is important that we develop the whole child, nurturing the academic, creative, spiritual, aesthetic and social aspects equally. Self-discipline and acceptable codes of behaviour are valued and promoted. We see our school as being at the heart of a larger community and we encourage our children to value and celebrate the diversities they encounter in this community and the wider world.

Children are encouraged to develop independence and self-discipline in order to demonstrate the accepted behaviour and act in a way which allows all children to have their rights respected. A consistent approach to behaviour amongst the school community ensures that all pupils, staff and parents work to a common goal based on mutual respect and understanding of others. At Durham Lane, we are careful to distinguish between the child and their unacceptable behaviour. We ensure that all children understand they have a part to play when making choices about their actions so that all children have their rights met.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have demonstrate 'due regard' for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We r equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment

- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration (including seeking asylum). We acknowledge the ‘intersectionality’ (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Durham Lane Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers. We welcome the emphasis on the importance of closing the gaps in achievement which affect: pupils eligible for Pupil Premium Funding, children from other cultures, children with special educational needs and those children involved with other services including LAC

The School Context

Durham Lane Primary opened in 1968. Although the building is now over 50 years old, it is in relatively good condition due to an improvement programme undertaken by ourselves and by Stockton Borough Council. We remain a maintained school as we believe in the partnership with the Local Authority.

There are currently 176 pupils on roll (210 capacity) with 25 pupils in Nursery. Up until 2014, the school was generally full with a waiting list to get in, but a decline in the birth rate, coupled with the expansion of a neighbouring school, has had a negative impact on pupil numbers. Reception for 2020, however, will have a healthy 25 pupils.

Geographical Location

The school is sited in a small suburb of a previously industrial town in the North East of England within the boundary of Stockton-on-Tees.

Community Served 2019

55.3% boy/ 44.7% girl (lowest 20% of all schools)

12.9% Ethnic minority pupils

9.4% English as additional language

13.5% Combined Pupil Premium

8.2% FSM

2.4% Service children

6.8% SEN

School Outcomes

Attainment on entry is around average, but varies greatly child to child and cohort to cohort. Cohort size has a dramatic impact on outcome percentages

KS2 2019

All Pupils	Expected Progress		Attainment	
	School	National	School	National
Reading	2.2%	0.0	90%	73%
Writing	3.0%	0.0	93%	78%
Mathematics	1.0%	0.0	90%	79%
CRWM	-	-	86%	65%

	% Attendance
Whole School	96.4%

Participation

Children regularly take part in a variety of trips linked to enriching their curriculum. These trips take part in the local area as well as in other places. A number of trips include using public transport (trains and buses) as many children have not had these experiences. Children regularly take part in a range of sporting, music and enterprise activities.

Annually, the school provides a residential opportunity for children from Year 6. This takes place over 3 days and 2 nights in the Spring term and allows children to spend time away from home and to take part in a range of activities including adventure and educational.

Extended School Activities

A range of clubs run after school each night. These clubs change regularly and, where possible, are in response to requests by the children. Children also take part in activities during the school day including choir, School Council, Art Club, Code Club, Quiz Club. In addition we run our own Before and After School Clubs.

Parents' Evenings

Parents' evenings take place twice a year in the autumn and spring terms. Parents are encouraged to engage with school regularly and are kept up to date with school events via our website, newsletters, and Twitter. During the summer term parents are provided with a report detailing their child's progress. There are also events held throughout the year for parents to attend including Class Assemblies, School Fayres and School concerts and productions

Incidents

Incidents involving bullying and racism tend to be rare; any racist incidents tend to arise due to a lack of understanding about what it means. All incidents are recorded on an electronic system, Cpoms, and all parties are informed of the incident and the actions taken to resolve them.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have regular training in safeguarding and positive handling techniques. All new staff have an induction pack and are allocated a mentor to ensure that they are aware of policies and procedures in school. Most staff have training in first aid as well as basic and further training in safeguarding eg the designated officer and deputy attend additional training and the Senior leadership team have training in safer recruitment.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed.

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example: those with SEN, and there is extra provision for certain groups: pupils with additional funding including LAC and PP.

In our School there is curriculum coverage of equalities issues, including promoting our school values/British Values, particularly with regard to: respect and tolerance for those of different faiths and beliefs, democracy, individual liberty and rule of law. Our Curriculum Coverage can be viewed in greater detail on our website.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. See our long term maps (available on the website) for coverage. In curriculum materials across all subjects, there are positive images of: gender, different family groupings, children from different cultures and children with disabilities.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services. Our school has a duty to make reasonable adjustments. In this respect we have:

- Disabled toilet/multi-use toilet;
- Accessibility to all areas;

- Dedicated laptop/apps to support a child with additional needs;
- Use of Makaton being developed throughout school;
- Appropriate 1:1 TAs as appropriate;
- Support for pupils and families from staff who speak a range of languages as appropriate.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so. Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

Accessibility Plan

Our Accessibility Plan, is part of our Single Equality Scheme Action Plan) shows how our school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to those with disabilities.

We provide resources for implementing our accessibility plan and review it annually, or contemporaneously in response to need.

Pupils with Medical Needs

Our School will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child.

Where necessary, our school will ensure there are arrangements in place, including ensuring sufficient members of support staff are appropriately trained to undertake these roles as part of their core job description.

Our school has a clear protocol for supporting pupils with medical needs.

How We Have Developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies.

This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

Mechanisms for Involvement

At Durham Lane Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- Exit interviews with pupils
- Pupil Voice
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Pupil engagement in auditing provision
- Pupil involvement in policy creation as appropriate
- Surveys and questionnaires.
- School Council and Class Council
- Voting for School Council members

At Durham Lane Primary School the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management
- Participation in a working party as appropriate
- Surveys and questionnaires

At Durham Lane Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme, objectives and action plans:

- Text to be inserted into communication with parents: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.” This is also included in the Prospectus and website
- Feedback through Governing Body meetings
- Feedback from adults using the school beyond the school day
- Questionnaires and surveys

The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity and cultural backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act of 2010.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school’s actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as Children’s Services.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.

- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility to ensure that whole school community is aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice: 0-25 years (2014); CTSA 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities:

- Helen Gregory and Elaine Barrett are responsible for maintaining and sharing with all staff, the specific needs of disadvantaged pupils and how their needs will be met (e.g. Pupil Premium)
- Helen Gregory is responsible for ensuring the specific needs of staff members are addressed
- Helen Gregory and Elaine Barrett are responsible for gathering and analysing the information on outcomes for disadvantaged pupils and staff including Pupil Premium and details of those responsible for overseeing interventions (e.g. Pupil Premium)
- Helen Gregory is responsible for monitoring the response to reported incidents of a discriminatory nature
- Helen Gregory is responsible for overseeing Early Help
- Helen Gregory is single point of contact for Prevent and Hate Crime
- Helen Gregory is the school's designated safeguarding lead (Including HBV and FGM). Elaine Barrett is the Deputy lead.
- Ashley Evans is the SENCO.

Parents/Carers:

Have access to the Scheme and aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice (2014); CTSA 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.

- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness rising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published every three years and a annually action plan .

School Staff:

- Are aware of the school's responsibility in relation to The Equality Act 2010, PSED 2011; SEND Code of Practice (2014); Counter Terrorism and Security Act 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Accept that this is a whole school issue and support the Single Equality Scheme.

- Have read the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Know how to report and challenge concerns related to radicalization and extremism.
- Do not discriminate on any grounds..
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Promote the school's values, which include Community Cohesion and British Values.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference prepares them well for life in a diverse society and prepares them for life in Modern Britain
- Understand the importance of reporting prejudice driven behaviour and understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.
- A visiting speaker's protocol is used in school and visitors understand and agree to comply with this protocol.
- The School's Lettings Policy ensures that users are aware and compliant with the school's aims.

Objectives

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in: the school's self-evaluation and school improvement plan

Accessibility Plan (time scale)

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to curriculum</p> <p>Ensure teaching staff have specific training on disability issues</p>	<ul style="list-style-type: none"> • Staff access to appropriate CPD • Staff induction procedures include reference to disability • Teachers and TAs to receive training in anaphylaxis and use of epipen when appropriate • Members of EY team to have paediatric first aid training • All staff have First Aid training • Teachers and TAs to engage with external agencies e.g. OT/Ed Psych/counsellors/CAMHS etc. 	As and when appropriate	Time	Head teacher	SLT
<p>Review PE curriculum to ensure PE accessible to all</p>	<ul style="list-style-type: none"> • Gather information on accessible PE and disability sports • Seek disabled sports people to come into school 	As required		PE Team	SLT
<p>Ensure ICT appropriate for pupils with disabilities</p>	<ul style="list-style-type: none"> • Make sure software installed where needed • Ensure SEND pupils have an ICT Assessment where appropriate 	As required	Cost of software	SENCO	SLT
<p>Access to wider curriculum</p> <p>All educational visits to be accessible to all</p>	<ul style="list-style-type: none"> • Develop guidance for staff on making trips accessible as appropriate • Ensure each new venue is vetted 	As required		AHT	SLT
<p>Ensure that after school clubs and care provision facilities are accessible for all pupils</p>	<ul style="list-style-type: none"> • Ensure access is available for all pupils including those with physical and sensory disabilities. 	As required	Equipment as required	Club leaders	HT