

Durham Lane Primary School
Equality Statement and Single Equality Scheme
2023-2026

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 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 195 pupils on roll (210 capacity) with 19 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.

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.

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 Summer 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.

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 Facebook. 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 community events.

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. The majority of 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 children with additional needs;
- Appropriate 1:1 TAs according to need and funding;
- 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.

Mechanisms for Involvement

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

- Pupil Voice
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Surveys and questionnaires.
- School 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:

- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management/appraisal process
- 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:

- Feedback through Governing Body meetings
- Feedback from adults using the school beyond the school day
- Questionnaires and surveys
- Completion of pupil SIMS forms

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.
- 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 reviews the objectives regularly.
- 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 regularly.
- 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.
- Phillipa Neave 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.

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.

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' please see accessibility policy.

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