



LYDGATE INFANT SCHOOL

Equality, Diversity & Accessibility Statement (September 2024)

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 an 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.

Introduction

Lydgate Infant 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, discrimination by association, perception discrimination, harassment, victimisation and 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.

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 ensure that all contractors working at the school have a copy of and take steps to 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 within school; as part of the school's Staff Handbook; and upon the school's website

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms, **to the Full 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 highlights that a relatively high proportion of our staff are currently aged 50 or over.
- Given the age profile of our workforce, as a school we view succession planning as a key priority for our school.

Disability

- In 2024-2025 the school has a small number of children with a range of disabilities.
- In 2024-2025 the school has a small number of pupils entered onto the school's register of Special Educational Need (SEND).
- In 2024-2025 the school has a small number of staff who have declared a disability. 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 have undertaken ongoing work to improve access. Our proposed refurbishments for 2024-2025 include improvements to classrooms, communal areas and toilet facilities to ensure greater access.
- We take a flexible approach towards making adjustments to support our 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

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- The school currently has a predominantly mature female workforce.

Race

- In 2024-2025, the number of BME pupils at the school is above average.
- In 2024-2025, the number of EAL pupils at the school is above average.
- We have a Global Perspective Leader who monitors our curriculum.
- We have a small proportion of Eastern European pupils, including Ukrainian refugees.
- We have identified issues around our BAME pupil population. These include settling into school, communication with parents and attainment.
- We carefully analyse pupil achievement with regard to BAME groupings, and develop action points for the school accordingly
- 16% of our staff is BME and includes both teaching and support staff.
- The curriculum includes a range of activities involving parents and international events within school, such as children coming in traditional dress, cooking events etc.
- At present 11% of the school's governors are categorised as BAME.
- The school is home to a number of transient children from a BAME background whose highly educated parents are either working or studying at the hospitals or university.

Religion or belief

- We have frequent activity around religious observance. The children make regular visits to different places of worship.
- We also invite parents from different faith groups to take part in festivals.

Gender

- Our staffing profile is almost exclusively female. This profile is consistent with staffing profiles in our sector. As a school we are looking at ways to change our profiles, our approach has mainly focussed on developing middle leadership. As an infant school it is difficult to recruit male members of staff.
- Our governing body is more gender representative, although with still a female majority
- Within our school where possible and practical we encourage flexible working, and we have developed 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 SEAL as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. We have worked to actively make our governing body representative of the communities that we serve.
- We have various events in school to celebrate diversity and to encourage interaction.
- We have an international week with children attending in traditional dress, in which aspects of their own cultures are valued and celebrated.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events (eg. Drama Performances), and in terms of visiting their contexts (eg. Christmas Choir Concerts in local sheltered housing) during non-Covid timescales.
- The school has well-developed links with local businesses and shops.
- The school's weekly newsletter regularly celebrates and provides information about religious and cultural events (eg. Eid, Chinese New Year, Australia Day, etc)
- The school embeds local facilities and resources (eg. Whirlow Hall Farm; Weston Park Museum) in its curriculum, and is developing a shared resource to enable development of such usage outside of school with parent/carer support.
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work around Water aid .

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, G&T and SEN) and develop action points for the school accordingly.
- We have a nurture/pastoral capacity for pupils with more complex/emotional needs in the form of groupings and provision within school.

Annex 2

Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Time-Scale	Lead	Outcome	RAG
Improving physical access for our staff and pupils	Staff Pupils	<ul style="list-style-type: none"> Review potential access developments within AMP Review and maintain existing improvements 	April 2025	HT; BO	Accessibility options with regard to ramped access at Main Entrance currently under consideration	
Ongoing analysis of attainment and progress	Staff Pupils	<ul style="list-style-type: none"> Termly analysis of pupil data Termly Pupil Progress Meetings involving relevant staff 	Termly	HT;DHT; Data Off.	Both analysis and PPMs have been undertaken in -year	
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	Staff Identified Pupils	<ul style="list-style-type: none"> Termly analysis of identified pupil data Identification of potential issues with regard to vulnerable groupings Identification of provision for vulnerable groupings upon planning 	Termly	HT; YG Teams	Analysis of potential issues with regard to vulnerable groupings from 2023/24 have been fed into SDP; in-year tracking currently monitoring progress of all pupil groups.	
Improve Safeguarding identification, monitoring and provision through maintenance of CPOMS	Identified Pupils	<ul style="list-style-type: none"> Maintenance of CPOMS across the school Identify and implement appropriate CPD to ensure successful use and analysis 	Dec 2024	SEND Team	CPOMS is maintained and used coherently and effectively throughout the school.	
Improve SEND identification, monitoring and provision through adoption of Birmingham Toolkit	Identified Pupils	<ul style="list-style-type: none"> Maintain use of Birmingham Toolkit across the school Identify and implement appropriate CPD to maintain successful adoption 	Dec 2024	SEND Team	Birmingham Toolkit is utilised and maintained effectively throughout the school.	
Engage with and adopt Trauma-Informed principles in order to better support pupils, staff and the wider school community.	Pupils	<ul style="list-style-type: none"> Identify and implement appropriate CPD Maintain and enhance a school-wide focus upon well-being of pupils, staff and the wider school community 	April 2025	HT	Pupils, staff and the wider school community and well supported in their well-being needs.	
Implement effective Tutoring recovery provision for all pupils, including the most vulnerable	Pupils	<ul style="list-style-type: none"> Assess pupils' engagement and gaps in learning Implement provision to address identified catch-up and recovery need 	Dec 2024	HT	Pupils' engagement and gaps in learning are identified and addressed as a priority of the school.	