

**Athelstan Primary School**

# **EQUALITY STATEMENT**

**September 2025**



## 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:**

**Head teacher**.....

**Date**.....

**Signature:**

**Chair of Governors**.....

**Date**.....

## **Introduction**

Athelstan 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 characteristics; 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 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.

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 within school 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 practices 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 proportion of our staff is currently aged 50 or over (28%).
- Given the age profile of our workforce, as a school we are aware of the need for succession planning.

### Disability

- In September 2025 we have a small number of children with a range of disabilities.
- In September 2025 we have 19% of children who are SEN.
- We have eight members of staff who have declared a disability and 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. In 2010 we undertook major work to improve the external access, which included ramps and disabled toilet facilities, to ensure greater physical 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.
- Within our school, where possible and practical, we encourage flexible working.

### **Race**

- 41.1% of our pupils are from a BME background.
- 16.8% of our pupils have English as an Additional Language (EAL). We are increasingly identifying EAL provision in the curriculum.
- 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.
- 9.9% 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.
- 15% of our governing body is BME.

### **Religion or belief**

- We have activities around religious observance. The children learn about different places of worship.
- We have invited parents from different faith groups to talk to the children about them.

## **Gender**

- We have 10 male members of staff. This includes 7 teachers, 1 Pastoral TA, and 2 Handypersons.
- Our governing body is gender representative.
- Within our school where possible and practical we encourage flexible working.
- 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 an anti-bullying week each year, and use assemblies and 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 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 developed links with older members of our local community at 'Housteads', and disabled members of the community at 'Woodview'.

## **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
- We have a developing nurture/pastoral capacity for pupils with more complex and vulnerable emotional needs, in the form of one of our Deputy Heads who is responsible for inclusion, our Family Support Worker and 10 pastoral TAs.
- We have a purpose built 'nurture room' staffed by TAs, where needed.
- We have a 'sensory room' to provide a calming space for pupils where needed.
- We encourage 'Family Learning' projects to take place within school.

**Annex 2**  
**Equalities Objectives and Action Plan**

Objective	Who is affected	Actions	Lead	Outcome	Medium-term actions	Long-term actions
Ongoing analysis of attainment and progress	Staff  All pupils	<ul style="list-style-type: none"> <li>• Half Termly analysis of pupil data with a focus on PP and bottom 20%</li> <li>• Half termly year-group monitoring of attainment and progress</li> <li>• Half-termly analysis by subject leaders to inform curriculum design and pedagogy</li> </ul>	HT DHT Teachers	<p>Improved assessment for learning systems within school. Targeted support to improve attainment and achievement</p> <p><i>All pupils achieve 75% or better in GLD 85% or better in Y1 Phonics 75% or better at the end of KS1 and KS2</i></p>	<ul style="list-style-type: none"> <li>• Termly pupil progress meetings with SLT and year group leaders focussing on those pupils who are not making expected progress</li> <li>• Termly support by theme team leaders in analysis of data that informs future action planning.</li> <li>• Termly review of additionality grids to ensure all pupils are getting their entitlement</li> <li>• Termly involvement from parents of children with support plans including SENDCo monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• External validation from school networks including Learn Sheffield.</li> <li>• Governor monitoring including a standing agenda item on all Achievement and Standards Committee meetings to ensure rigour and challenge</li> </ul>
Improving analysis of vulnerable groups by identifying and planning provision for	Staff  Identified Pupils	<ul style="list-style-type: none"> <li>• Half Termly analysis of vulnerable pupils including the bottom 20% data</li> <li>• Highlighting of vulnerable groups with</li> </ul>	SLT Teacher s	<p>Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings</p>	<ul style="list-style-type: none"> <li>• Questions targeted towards vulnerable groups identified on teacher planning - Bloom's focused</li> <li>• Individual children planned for and identified on all planning</li> </ul>	<ul style="list-style-type: none"> <li>• All external monitoring to include vulnerable groups and their provision.</li> <li>• Provide CPD for subject leaders to be able to provide support and expertise to planners</li> <li>• Continue to develop support staff who support</li> </ul>

vulnerable groups		<p>SLT+ and relevant teaching staff.</p> <ul style="list-style-type: none"> <li>• SENDCo to oversee the Identification of appropriate provision for vulnerable groupings and is captured in relevant planning</li> <li>• Vulnerable individuals/groups to form part of every monitoring activity.</li> </ul>		<p><i>Vulnerable pupils achieve in line with non-disadvantaged pupils</i></p>	<ul style="list-style-type: none"> <li>• Increased focused monitoring by Governors - once a term.</li> <li>• Review catch up and keep up interventions to ensure that these are targeted towards vulnerable pupils - Coordinated by SLT</li> <li>• Catch up funding to support after school tuition of vulnerable pupils.</li> <li>• Making the Difference project - external consultation</li> </ul>	<p>these vulnerable groups through coaching and external training provision - at least 1 Inset day a year</p>
Support and tailored provision for pupils displaying complex emotional needs	Identified Pupils	<ul style="list-style-type: none"> <li>• Identification of pupils requiring additional support</li> <li>• Establishment of nurture group in order to meet the needs of identified pupils</li> </ul>	SLT SENCo Butterfly support	<p>Improved nurture capacity with the school, enabling children's social and emotional as well as learning needs are acknowledged and steps are taken to meet them</p> <p><i>Increase in the amount of time</i></p>	<ul style="list-style-type: none"> <li>• Tailored action initiated by SENDCo and embedded with the wider pastoral team where needed</li> <li>• Identified pupils, with support, increase the amount of time in class without incidences</li> <li>• Appropriate CPD for staff to support identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate appropriate CPD to upskill all staff to be confident with approaches to manage complex pupils</li> <li>• CPD for all staff regardless of year group - inset day</li> <li>• Multi agency support accessed more widely vs current</li> <li>• Targeted transition for those pupils on entering EYFS, KS1, KS2 and KS3 - SLT to lead</li> </ul>

				<i>that these pupils can access whole class learning.</i>		
Mapping and analysing interventions for vulnerable groups, esp. SEN	Identified Pupils	<ul style="list-style-type: none"> <li>• Increase understanding of intervention waves</li> <li>• Identify and record interventions and outcomes at Wave 2 &amp; 3 , also through support plans</li> </ul>	Teachers SENCo TA's	Develop greater coherence and an improved overview of provision within the school	<ul style="list-style-type: none"> <li>• Careful analysis of vulnerable groups by SLT</li> <li>• SLT using analysis to identify the individual children monitored by SLT and Governors</li> <li>• SLT to map and interventions across the school for vulnerable groups</li> <li>• Impact to be discussed at half-termly PP meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Middle leaders confident to identify next steps for vulnerable groups and to deploy interventions using SLT model from mid-term actions</li> <li>• Wider CPD accessed focussing on R/W/M and barriers of learning for targeted vulnerable groups</li> </ul>
Maintaining and improving monitoring arrangements for bullying incidents	Pupils	<ul style="list-style-type: none"> <li>• Maintain recording mechanisms for the monitoring of incidents of bullying.</li> <li>• Maintain termly report of incidents to governing body</li> </ul>	HT Staff SENCo	On-going identification and recording of bullying incidents, in order to monitor appropriately.  <i>Reduction of incidents to be seen</i>	<ul style="list-style-type: none"> <li>• Behaviour and Safety termly report presented to Governors</li> <li>• Pupils awareness/understanding of bullying is raised through RSHE/assemblies</li> <li>• Staff CPD in dealing with bullying incidents to be completed</li> </ul>	<ul style="list-style-type: none"> <li>• Governor monitoring of recorded incidents and providing appropriate challenge.</li> <li>• Parental engagement/awareness through parent survey</li> <li>• SLT open door surgery for parents</li> </ul>
Pupil voice	Pupils	<ul style="list-style-type: none"> <li>• Maintain a student council with representation from Y2-Y6</li> <li>• Experienced teacher to</li> </ul>	School Council Pupils	Maintain and further develop mechanisms to enable pupil voice. Creating positive change for the school	<ul style="list-style-type: none"> <li>• Fundraising opportunities/ties with the PTA that is used for school improvement</li> <li>• Develop the healthy eating tuck shop - to be</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in external/internal moderation</li> <li>• Involved in recruitment activities</li> </ul>

		<p>support the council.</p> <ul style="list-style-type: none"> <li>• Weekly meetings</li> <li>• Track pupil responsibilities</li> </ul>		<p>as a result of pupil action</p> <p><i>Pupils' pride, ownership and impact on the school is evident</i></p>	<p>sustainable and to be able to reinvest</p> <ul style="list-style-type: none"> <li>• Incorporate student responsibilities within the school day - middle leader aligned with each area</li> </ul>	
To reflect the increasing BME population on the Governing body	Parent/carers Community members	<ul style="list-style-type: none"> <li>• Actively promote the election of BME parents/ carers and Community Governors onto the Governing body</li> </ul>	HT Chair Governors	Representation of BME members on the Governing Body	<ul style="list-style-type: none"> <li>• Recruit new governors that reflect our community</li> <li>• Provide a buddy system for all new governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to recruit and encourage all cultural representations on the governing body</li> <li>• Governor experience shared to the community through newsletters/attending school events</li> </ul>
To support the development of good relations between different ethnic groups	Pupils	<ul style="list-style-type: none"> <li>• Invite speakers from all faiths into assemblies</li> <li>• SEAL sessions</li> </ul>	RE & RSHE leader	Develop respect and wonder of our school's diversity as well as British Values within our school community	<ul style="list-style-type: none"> <li>• Outside speakers from 'Open the Book'</li> <li>• Speakers from other faiths invited into school - once for each year group</li> <li>• RSHE lead to engage with our own parents - gather interest in working with the school.</li> <li>• SLT to support HSA recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• RE leader to widen visits</li> <li>• RE leader to have regular diary events for speakers to take part in whole school assemblies - termly</li> <li>• RSHE leader to develop networks to enable guest speakers - 2 guest speakers per year</li> </ul>
New to English children are supported and settled in school	Pupils	<ul style="list-style-type: none"> <li>• Access to staff with dual-language skills to work with pupils and parent/ carers</li> </ul>	Staff Bi-lingual staff	Children are able to learn English and access the whole curriculum	<ul style="list-style-type: none"> <li>• Develop this expertise to allow full access to the wider curriculum</li> <li>• Translator service able to be accessed by all relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of peer buddy system</li> <li>• CPD for staff</li> <li>• Investigate additional funding for pupils to support new to English</li> </ul>

Extend links with local community and wider community	Pupils Parents/ carers  Community members	<ul style="list-style-type: none"> <li>Inviting members into school from Housteads and Woodview for some school events and increase number of visits to Housteads and Woodview by performing eg.Y6 concert/class performances</li> </ul>	SLT+/ RSHE leader Student Council	School is seen as the hub of the community	<ul style="list-style-type: none"> <li>Develop further with continuation invites of members from Housteads and Woodview into school - termly</li> </ul>	<ul style="list-style-type: none"> <li>Explore further trust opportunities through Trust Governor engagement</li> <li>Embed links with Great Places to widen adult learning opportunities</li> <li>Local business connections with support from HSA</li> <li>Children make links with international schools, such as India/China through a writing project (English lead)</li> </ul>
To improve the attendance rate of vulnerable groups	Pupils	<ul style="list-style-type: none"> <li>Analysis of attendance data for vulnerable groups and careful monitoring</li> <li>SAP (school attendance panel) meetings with individual parents/carers</li> </ul>	Attendance officers FB RH MS MA	Attendance of vulnerable groups is improving with a target of 96% attendance is achieved	<ul style="list-style-type: none"> <li>Weekly attendance Strategy Meeting with LA and key staff to monitor attendance</li> <li>Sharing best practice between school networks and external consultant</li> </ul>	<ul style="list-style-type: none"> <li>Tiered approach to address attendance</li> <li>Year group leaders to become more involved in process through year group meetings and pupil interaction</li> <li>Back to school catch ups</li> <li>Target of 96% achieved</li> </ul>

**Fiona Barry**  
**Up-date: Sept 2025**  
**Review date: Sept 2026**