



Equality Information & Objectives Statement

Reviewed: March 2024
Next review: March 2028

Equality Information and Objectives Statement

Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

Protected Characteristics

There are nine protected characteristics covered by the Act, under which it is unlawful to treat people unfairly. We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Examples of ways in which we do this:

- Teaching about inclusion and diversity through our RSHE scheme
- Ensuring diversity is considered as part of the planned wider curriculum (e.g. Florence Nightingale topic in KS1, Baghdad topic in KS2)
- Ensuring books / resources used in class promote diversity (e.g. using the recommended book list in the Sheffield RSHE scheme)
- Learning about other religions in RE (using the Sheffield RE scheme) – including trips to places of worship where appropriate.
- Promoting / celebrating nationwide events such as Black History Month (October), Anti-Bullying Week (November), LGBT+ History Month (February), Neurodiversity Week (March)
- Promoting positive attitudes through our weekly ‘School Standards’ (examples include having respect for others, show empathy, make sensible choices)
- Exploring challenging subjects through P4C lessons.
- Partnering with a more diverse school (Porter Croft) through the Sheffield Linking Project.
- Tracking attendance at after-school clubs and providing opportunities for children to access additional activities (e.g. Girls’ Football tournament, SEND-specific sporting events)

Incidents of discrimination are recorded on CPOMS, our online monitoring system, broken down by the protected characteristics. This data is then analysed and used to inform the school of future training needs where required. This is discussed at Trust-level via the Headteachers’ Board and the Safeguarding Development Group.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive (see below for Trust-agreed definition of inclusion)
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

See separate Trust-wide policies relating to leave of absence, menopause and relationships at work. We also have a Trust-wide Code of Conduct detailing the expected standard of staff behaviour, in and out of work. All other policies are based on the model policies from Sheffield City Council.

See below for information about our school population (pupils and staff). All data is from **March 2024**.

- 56% of our staff are currently aged under 50 and 44% over 50. The role of these colleagues are varied and includes teachers, teaching assistants, admin staff and other support staff.
- Less than 1% of our children are registered as being physically disabled.
- 30% of our children are on the SEND register and 16% have an EHCP. We have two integrated resource provisions in school (Nursery and Primary) – see Integrated Resource Local Offer for more details.
- None of our staff have declared a disability. We are mindful of the fact that staff can be reluctant to declare a disability though they can access confidential 1:1 support through the ‘Schools Advisory Service’ app (as part of our staff insurance policy). The school is on a single storey and therefore fully accessible to all pupils and staff. We take a flexible approach towards making adjustments to support our disabled staff and pupils.
- 52% of pupils in full-time education are male, 48% female. Due to the small cohorts, this fluctuates slightly year on year but is always approximately 50-50.
- Our staffing profile is predominantly female (89%). This profile is consistent with staffing profiles in the primary education sector. Currently, the governing board is 56% female, 44% male; this varies upon terms of office / elections.
- 4% of our children come from a BME background, 5% have English as an additional language. The vast majority of our staff are White British.
- The school does not collect data in relation to sexual orientation or gender reassignment. 64% of our current staff are either married or in a civil partnership.
- In our termly pupil progress meetings, we analyse pupil achievement with regard to gender, age (term of birth), ethnicity and prior achievement / SEND; allowing us to develop action plans or introduce interventions as required.

Inclusion



Five principles for inclusion

1. **Children who learn at different rates are embraced** - their education should be characterised by dignity and learning with support for their needs.
2. **Understanding difference builds an inclusive society** - children with different learning, social and emotional needs should learn from each other and grow up together.
3. **Success does not look the same for all children** - we should value and celebrate a wide range of achievements and experiences, including different ways of participating in and contributing to society.
4. **Education is a right, not just an act of kindness** - all children deserve a high-quality education from expert professionals trained to meet their needs.
5. **Change isn't only the responsibility of government or system leaders** - everyone has the agency and a responsibility to act.

Based on [@TomRees_77 on Twitter](#)

www.peakedge.org.uk

Trust | Collaboration | Ambition | Responsibility | Innovation

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.