



Long Lane Primary School

Equality information and objectives And Equality Statement

Date	Description
November 23	Agreed by Full Governing Board

Review Schedule	3 Years
Next Review	November 26

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Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Long Lane Primary School

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same (use model of equity)
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.
- We endeavour to include every child in every opportunity by ensuring that we find solutions to barriers – this is done through our risk assessment process (see Offsite visits Policy)

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

For more information please contact:

Tina Allison, Headteacher

Tel: 0118 942 7187

Email: headteacher@longlane.w-berks.sch.uk

Jennifer Folliard, SEND Governor

Tel: 0118 942 7187

Email: jfolliard@longlane.w-berks.sch.uk

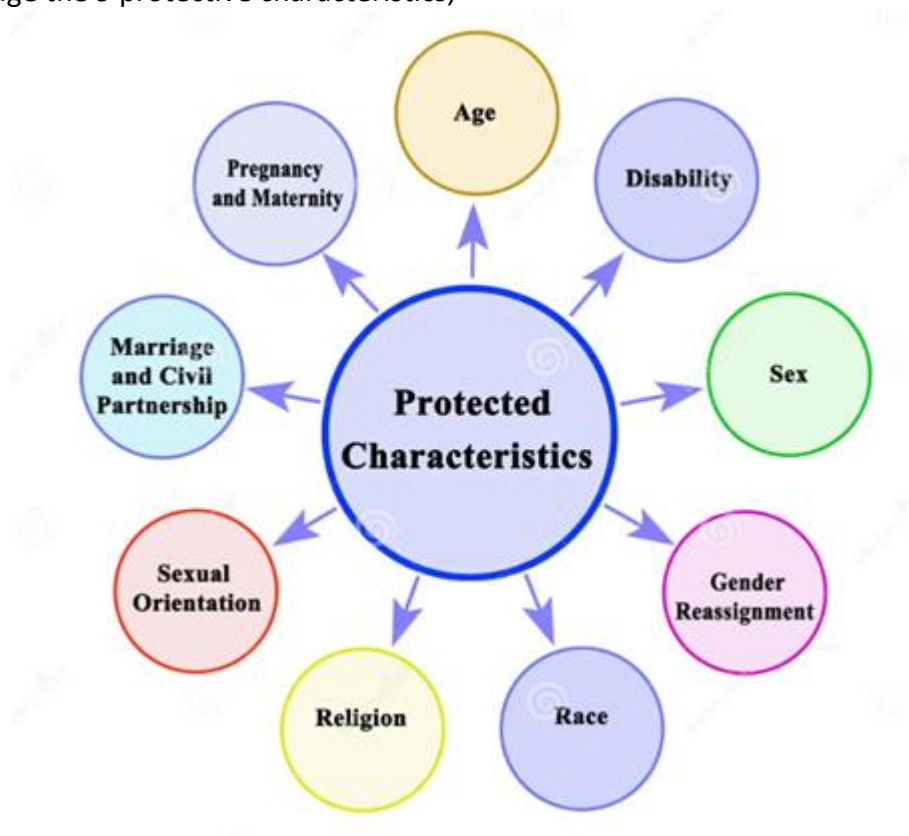
Part 1: Information about the pupil population

Number of pupils on roll at the school: **209**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

We acknowledge the 9 protective characteristics;



Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: see SIMS for current data

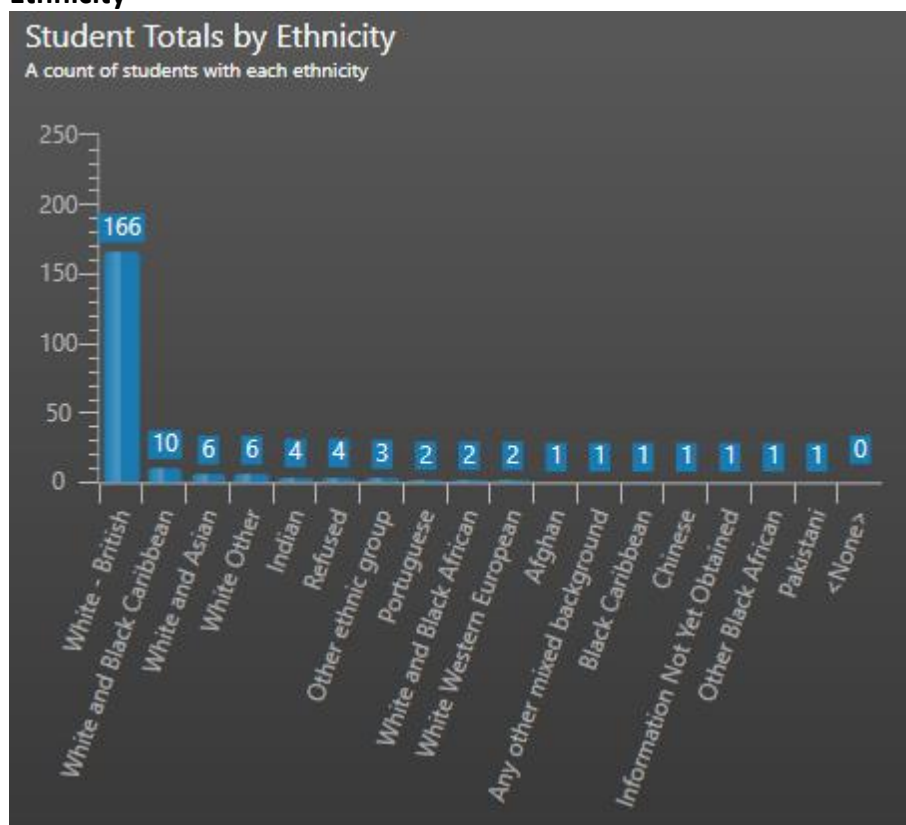
There are pupils at our school with different types of disabilities and these include:

- Medical conditions – Asthma, allergies, Heart condition, impaired sight, Chronic lung disease, Epilepsy
- Learning Disabilities – Dyslexia, Dyscalculia, ASD, ADHD
- Physical Disabilities

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Ethnicity



Religion and belief

Buddhist	0	Sikh	1
Christian	49	No religion	152
Hindu	4	Other religion	0
Muslim	6	Unknown	0

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	12	7	19	8.9%
Number of pupils on roll who have been eligible for free school meals in the last six years	13	7	20	9.4%

Pupils on roll with SEN Provision

	Number of pupils	Percentage (%) of school population
SEN Provision – Education, health and care plan (code E)	4	2%
SEN Provision – SEN support (code K)	25	11.7%
SEN Provision – SEN concern (code C)		
Total number of pupils with SEN (code E, C & K)	25	11.7%
No special educational needs (code N)	187	88.2%

Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language			25	11.7%

Looked after children

None

Young carers

None

Other vulnerable groups

None

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimization and other conduct towards pupils with protected characteristics prohibited by The Equality Act:

The following policies and activities show that the school has due regard to the first need of the general duty: 'eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.'

- Record-keeping linked to protected characteristics i.e. SIMS and confidential files
- Related policies, such as Anti-bullying, Behaviour, SEND, Child Protection, PSHE
- Accessibility plan for the disabled
- Admission arrangements through the West Berkshire Co-ordinated and In Year Admissions Scheme
- Monitoring exclusions
- Relevant staff and governor training or meetings
- Complaints Procedure/Persistent Complaints Procedure and Appeals
- Non-discriminatory employment practice
- Staff and pupil codes of conduct
- See Equality Statement
- Therapeutic Approach to Behaviour
- Pastoral support triage
- Jigsaw PSHE programme used throughout the school promotes the celebration of diversity and teaches inclusion.

Disability

Summary information:

The path to the pre-school had a concrete/permanent ramp installed over the summer holidays to allow access for all to the out-door classrooms (use for pre-school, breakfast and after-school club). We use the 'Sing-up' songs when appropriate to further the children's awareness of British Sign Language.

We use a Class Needs Analysis to ensure that all groups of need are taken into account for Quality First Teaching in class.

We use scaffolds in class to support dyslexia, SEMH, ASD, and other associated learning difficulties. We use adaptive teaching methods to ensure the appropriate level of support for pupils whose first

language is not English.

We support diversity through our environment, library and curriculum resources.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

The Operations Committee review the condition of the building in relation to individual needs, through discussion with staff and parents, where relevant.

Foster good relations and community cohesion by:

Links with Purley Park Trust.

Themed Assemblies – Happy and Safe

PHSE Scheme – celebrating diversity, looking at diversity and bullying

Work with the mentoring scheme (Raw Mentoring)

What has been the impact of our activities? What do we plan to do next?

Behaviour and attitude of pupils shows good awareness of a range of similarities and differences. Therapeutic workshops and assemblies show a growing awareness of other's needs and experiences and how to react with tolerance and empathy.

An audit of displays, environment, curriculum and reading books and library books will be carried out every 2 years to ensure the school has a good ratio of resources that show a range of disabilities, diversity and achievements.

Therapeutic support packs for staff and children provide scaffold for pupils and staff to successfully resolve conflict and identify child on child abuse

Ethnicity and race (including EAL learners)

Summary information:

When relevant we access the support and resources from West Berkshire EMTAS.

12.7% of our pupils are Black Caribbean, Black African Mixed, White and Black Caribbean, Asian.

11.7% of our pupils are EAL learners – pertaining a mixture of levels of English spoken

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Monitoring attainment by ethnicity and set targets to ensure there we are diminishing the difference in achievement.

Involve parents in action planning when relevant.

Foster good relations and community cohesion by:

Inviting parents into school to talk about their own beliefs and languages.
We celebrate a range of themed weeks/assemblies including Black History Month.
Celebrate diversity in school through our diverse curriculum, assemblies.

What has been the impact of our activities? What do we plan to do next?

The number of racist incidents in school is minimal.
We will look at the library books to ensure we have a range of multi-cultural books and authors. Consider diversity when purchasing new books.
We will review the wider curriculum and core curriculum to ensure we have a range of diversity representations (including choosing books to read in class to represent modern Britain and looking at a diverse range of historical and modern people who have influenced society).
An additional question will be included on the annual parent survey relating to ethnicity in order to filter/monitor/check if there are any specific issues relating to that group.
Our curriculum is monitored and developed to include representations for inclusivity and diversity.
No outsiders curriculum woven into PSHE tackles stereotyping and challenges prejudice.
This is woven into our therapeutic approach to behaviour and school vision and values.
The mantra 'We are all different, we are welcome' is shared as a school as well as 'There's a place for everyone at Long Lane'.

Gender

Summary information:

There are 101 boys and 108 girls in school.

The school has 2 male members of staff.

Male and Female sports coaches. There is a push on the promotion of sports for girls as per the guidance for the Sports Premium currently.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Continue to monitor attainment and setting targets to ensure there we are diminishing the difference in achievement between boys and girls – feature on SDP
Involve parents in action planning when relevant.
A girl's only football club takes place at lunchtimes run by a female sports coach.
Equal opportunities for all sporting events run by the school (using curriculum and sports premium funding to allow children to access a varied range of sports, with aim by the time

a child leaves at the end of year 6 they will have had the opportunity to represent the school in at least one event).

Equal opportunities for involvement in all clubs run by the school.

Equal opportunities for all positions of responsibility.

Foster good relations and community cohesion by:

Ensuring all activities are open to all equally unless there are specific requirements e.g. for tournaments based on gender or for specific purpose (e.g. girls only football to improve inclusion of girls in sport, particularly as they approach teenage years and participation in sport by girls drops significantly).

RAW mentoring

What has been the impact of our activities? What do we plan to do next?

We will ensure our teaching resources and materials do not reinforce gender stereotyping. Ensure free play activities support inclusion for all and that gender stereotypes are challenged.

Gender reassignment

Summary information:

To contact outside agencies when appropriate to get expert advice and guidance.

We are aware and sensitive to the needs of various pupils and will respond to their needs as necessary.

We are committed to ensuring that pupils and staff who are undergoing gender reassignment are protected from discrimination and harassment. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

We are aware that emotionally this could be a barrier to learning for some pupils which we will address.

Foster good relations and community cohesion by:

Open communication with relevant parents.

What has been the impact of our activities? What do we plan to do next?

We will research possible learning resources for teachers to better their understanding.
We will look at possible books and stories to be shared with children when the time is right.

Teachers attend the No Outsiders programme – tackling discrimination and promoting representation

Assemblies dedicated to difference and diversity – through ‘No Outsiders’ programme (activities within the curriculum also)

Religion and belief

Summary information:

The majority of our pupils (60.2%) have no religion. Our next biggest group is Christian (35.8%). 4% of our pupils have other religions which are therefore our minority group.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Foster good relations and community cohesion by:

Taking part in services in our local church.

Holding assemblies led by the local vicar and the local Iman.

Visits to the Reading Mosque (Oxford Road).

Visits from the local Rabbi

Parents are welcomed into school to talk to classes about their beliefs when it arises in the curriculum – Ede, Diwali

What has been the impact of our activities? What do we plan to do next?

The school follows the West Berkshire agreed syllabus which covers all religions in our school.

We will ensure our resources are up to date and cover all aspects of religion.

We will continue with the activities in relation to the local church.

Use the Jigsaw RE programme to ensure progression in knowledge and understanding of different faiths.

Sexual orientation

Summary information:

To contact outside agencies when appropriate to get expert advice and guidance.

We are aware and sensitive to the needs of various pupils and staff and will respond to their needs as necessary.

On appointment staff complete a ‘data collection’ sheet which includes sexual orientation.

We adhere to the 9 protective characteristics and offer support and representation

without opinion or judgement (No Outsiders programme supports this).

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgendered (LGBTQ+). To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Ensuring that incidents of a homophobic nature are actively investigated and dealt with through our code of conduct for staff and pupils.
Updating our SRE Policy which includes age appropriate materials, and staff training on the implementation of the policy.
PSHE scheme (an No Outsiders scheme woven into this) that supports equal opportunities of this nature.

Foster good relations and community cohesion by:

Open communication with staff, pupils and parents. Mutual respect without judgement

What has been the impact of our activities? What do we plan to do next?

Monitoring of related incidents.
Specific support for pupils and families with conflict resolution, child on child abuse and discrimination
Actively creating an inclusive culture – through assemblies, Therapeutic Thinking, No Outsiders programme, Diversity within the curriculum
Use external agency materials within assemblies and displays.
Carry out an audit of resources across the school.

Playground incidents have diminished almost completely as children are able to resolve conflict themselves and staff have a successful approach to resolving conflict and calming children.
Restorative practices such as protective and educational consequences have reduced the number and level of incidents as staff are clear on how to respond and children are clear on how incidents will be dealt with.
Assemblies and general consistent culture ensure that message is consistent and clear.
Parents are happier and more trusting as a result when their children feel that issues have been resolved appropriately.
Measures are in place for SEMH SEND so that all children are safe and able to access success at playtimes.
Robust pastoral system ensures that anxieties and incidents unseen can be dealt with swiftly and parents can receive support for behaviours and anxieties at home.

Age

We are committed to working for the equality for people based on their age. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

All recruitment is an open and inclusive process (external and internal) regardless of race, sex or special educational needs. We are mindful of the 9 protective characteristics during this process. We adhere to the West Berkshire policy and procedures relating to safer recruitment, employment, redundancy and retirement.

What has been the impact of our activities? What do we plan to do next?

We will continue with current arrangements as we show equal opportunity for all ages. Grandparents are invited into school to tell children about their experiences for example during WW2 as part of their history topic.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

All recruitment is an open and inclusive process (external and internal) regardless of marital status. Marital status does not contribute to the selection process.

What has been the impact of our activities? What do we plan to do next?

We will use materials and resources in the staffroom and across the school which promote all types of family make-up (including, but not limited to, the range of books used in class, as part of the PSHE curriculum, at an age-appropriate level or as opportunity occurs e.g. discussion on recent news items). No Outsiders in process.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parental Surveys
- Staff surveys
- Pupil voice surveys
- Governor Surgeries
- Governor Meetings
- School Council Meetings
- Parent Information Evenings
- Linked Governor Visits
- Letters to Parents
- Parent Learning Tours

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

Monitor and support the attainment of vulnerable groups closely and intervene promptly when required.

Track and support pupil premium pupils to ensure they make equal progress.

Progress we are making on this objective:

Our end of Key Stage 2 results and our internal data showed that last academic year we were successful in diminishing the difference in attainment and progress. Our Ofsted inspection, Feb 2019, highlighted that *“Leaders give careful thought to how they support disadvantaged pupils through their use of pupil premium funding. They keep detailed records of their work with pupils, using ongoing reviews to identify how well pupils are doing academically and directing next steps for further help. Some pupils make very strong progress with their learning as a result of leaders’ approach.”*

The Class Needs Analysis document ensures that teachers plan provision for their classes based on the context (including vulnerable groups). Pupils Progress meetings focus on raising the attainment of all groups and scaffolding and supporting those who start with disadvantage. This has been a great success and is evident in our 2023 Summer data across the school. Close monitoring, bespoke approach and development of the curriculum has ensured that all pupils (regardless of their learning styles or abilities) have been able to access all learning (No learner left behind)

Our next step is to focus on other vulnerable groups within school and continue to close the gap between pupils within the vulnerable groups, including closing the gender gap for boys. This year (2023) it has been evident that the gap is closing between girls and boys in both Reading and writing and in some cases boy are performing better than girls. Where

gaps appear not to be closing, all groups of pupils have made significant progress.

Equality objective 2:

The school will have a clear approach to active inclusion and representation through 'No Outsiders' programme – this will add to the Therapeutic Thinking approach

Progress we are making on this objective:

The school have implemented an approach called 'No Outsiders' that supports acceptance and challenges stereotypes at age-appropriate level through picture books and images (lessons and assemblies). Although in its infancy, this programme is already having a positive impact on children's views and is supporting representation within the school.

Equality objective 3:

The school curriculum includes diversity and vast representation of values, religions, races, gender and family types.

Progress we are making on this objective:

Curriculum leaders are currently reviewing the foundation subject curriculum to ensure that there is diversity and representation throughout each subject. Children learn about artists, scientists, mathematicians, writers and musicians from all different cultures, with different abilities and genders.

Equality objective 4:

Therapeutic thinking approach to behaviour supports inclusivity and tackles discrimination whilst actively teaching respect and awareness of difference (celebration)

Training of teachers and support staff has led to a cultural shift in school towards a therapeutic approach. 'Happy and Safe' assemblies for the whole school have embedded this understanding within the pupil community. Further training planned for lunchtime staff. Staff have tools and packs to support them with having therapeutic conversations and supporting resolving conflict with pupils. Pupils are now able to resolve simple conflicts, identify the difference between conflict and bullying, support their friends and peers as upstanders and play responsibly with intrinsic values (understanding safe and fair behaviours and how behaviour impacts others). Lunchtime provision (Led by our FSW who is a Therapeutic trainer) now enables a greater choice of activities, with the opportunity for those children seeking a more peaceful environment to choose a quiet space indoors.

Part 5: Equality Statement

We are committed to securing genuine equality of opportunity in all aspects of our activities as an employer and education provider.

Regardless of race, sex or special educational needs we will:

- Respect the equal human rights of all our pupils and educate them about equality
- Respect the equal rights of our staff and other members of the school community
- Comply with relevant legislation in relation to race, disability and gender equality (See Accessibility Plan)

TEACHING BRITISH VALUES

Promoting British Values at Long Lane Primary School

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At Long Lane Primary School these values are reinforced regularly and in the following ways:

Democracy:

Democracy is widespread throughout the school. Pupils have the opportunity to have their voices heard through our School Council, House Captains, Sports Ambassadors, Pupil voice conferences and Pupil questionnaires. Elections for School Council representatives are undertaken in each class. Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. The school's behaviour philosophy has at its core the principle of making the correct choices in life and our Golden Rules and Behaviour Policy is derived from the key value of keeping to rules. Through this our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around our Values such as 'Respect', and pupils are part of discussions and assemblies related to what this means and how it is shown. The school promotes respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.