



ASHGATE PRIMARY SCHOOL

Equality & Community Cohesion Policy

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Supporting Documents:

- Acceptable Behaviour and Discipline
- Equality Act 2010.
- Code of Conduct (Staff only)

Updated Annually (Approved by Governors September 2023)

Equality and Community Cohesion Policy

Ashgate Primary School is committed to equality both as an employer and a service-provider.

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We recognise our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population. We explain how we have due regard for equality and to publish objectives which show how we plan to tackle particular inequalities and reduce or remove them.

Ashgate Primary School has a duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in certain other subjects.

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.

Information about the pupil population (as at January 2023)

Number of pupils on roll at the school: 315

Information on pupils by protected characteristics (figures updated annually or as and when additional census information is available)

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.

Below are included school data (as last point of census) for those with DfE Identified Protected Characteristics

Disability / Additional needs

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’

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

- Specific Learning Difficulty
- Moderate Learning Difficulty
- Severe Learning Difficulty
- Profound and Multiple Learning Difficulty
- Social, Emotional and Mental Health
- Speech, Language and Communication
- Multi-Sensory Impairment
- Hearing Impairment
- Vision Impairment
- Physical Disability
- Autistic Spectrum Disorder

The relationship between SEND pupils and others is very positive. Pupils have responded positively and maturely in whole class autism awareness sessions and as members of peer support groups for selected pupils.

TAs are trained in the use of specialised equipment, when required and to support health development including physiotherapy sessions under guidance.

Pupil Special Educational		
	Number of pupils	Percentage (%) of school population
Total number of Special Education Needs	54	18%
Special Educational Needs (K)	44	14%
Educational Health Care Plan	12	4%

Declared Ethnicity (2022/23 Census)

DfES	Ethnicity	Boys	Girls	Total
AOTH	Any Other Asian Background	1	2	3
BOTH	Any Other Black Background	2	2	4
OOTH	Any Other Ethnic Group	1	2	3
MOTH	Any Other Mixed Background	2	2	4
WOTH	Any Other White Background	14	15	29
OARA	Arab Other	1		1
BAFR	Black - African	14	15	29
BCRB	Black Caribbean	1		1
CHNE	Chinese	1	1	2
AIND	Indian	1	2	3
n/s	Not Specified	2	2	4
AOTA	Other Asian	2		2
BOTB	Other Black	2	1	3
OOEG	Other Ethnic Group		1	1
MOTM	Other Mixed Background	1		1
APKN	Pakistani	1		1
REFU	Refused	2	1	3
WBRI	White - British	77	98	175
WENG	White - English	2	1	3
MWAS	White And Asian	3	3	6
MWBA	White And Black African	3	2	5
MWBC	White And Black Caribbean	3	9	12
WOTW	White Other	5	4	9
Totals		141	163	304

Declared Faith / Religion / Belief

DfES	Religion	Boys	Girls	Total
Ca	Catholic	1		1
CH	Christian	24	21	45
CO	Christian Orthodox	1	1	2
Ch	Church of England	8	17	25
HI	Hindu	2	2	4
Isl	Islam	1		1
JW	Jehovah Whitness	1		1
MU	Muslim	10	9	19
NO	No Religion	68	76	144
n/s	Not Specified	15	24	39
OT	Other Religion	4	7	11
RC	Roman Catholic	6	6	12
Totals		141	163	304

Declared languages spoken at home (English as an Additional Language)

Total languages spoke at home other than English = 33

DfES	Language	Boys	Girls	Total
ALB	Albanian/Shqip		2	2
ARA	Arabic	2	2	4
BSL	British Sign Language		1	1
BUL	Bulgarian	1		1
CHI	Chinese		1	1
CHIC	Chinese (Cantonese)	1		1
SCBC	Croatian	1		1
CZE	Czech	1		1
ENG	English	108	128	236
FRN	French		1	1
GER	German	1	1	2
GRE	Greek	1		1
HAU	Hausa		1	1
HGR	Hungarian	2	1	3
KAN	Kannada		1	1
KUR	Kurdish	2		2
KURA	Kurdish (Any Other)		1	1
LTV	Latvian	2	7	9
MLM	Malayalam		1	1
NDB	Ndebele		1	1
OTL	Other Language	2		2
PAT	Pashto/Pakhto		1	1
POL	Polish	4	3	7
POR	Portuguese	1		1
PORB	Portuguese (Brazil)		2	2
RMN	Romanian	3	4	7
RUS	Russian	3	1	4
SPA	Spanish		2	2
TAM	Tamil	2		2
TUR	Turkish	1		1
URD	Urdu	1		1
WOL	Wolof	1		1
YOR	Yoruba	1	1	2
Totals		141	163	304

Pupils from low-income		
	Total	Percentage of school population
Number of pupils eligible for free school meals	119	39%

Looked after children

2 children, 1 family

We monitor the achievement and progress of all of our looked-after children closely and attend the Local Authority PEP meetings. As separate LAC policy is available.

Young carers

None at present

Main equality challenges

This is a summary of the issues that provide challenges for equality.

School wide

- Capacity of parents to support children in their learning beyond the school, including those with language-related challenges or educational levels/capacity that means that their child is working at a level beyond their own.
- Too many parents continue to fail to understand the importance of regular attendance at school and how this impacts on their child's future. This has been identified in two consecutive Ofsted reports and remains a priority.
- Increased numbers of pupils with Educational Health Care Plans requiring 1-1 support to enable actions to be met, when staffing allocation/funding is insufficient to do so, or where providing support impairs the capacity of learning in other groups.
- Admission of pupils with Educational Health Care Plans at short notice, when the Local Authority have been advised that in order to meet need, specialist staff/resources/training will be required or an induction period will need to be time specific in order to create a successful start.

Early Years

- High levels of pupils with limited basic skills both academic and social, notably since the Covid 19 pandemic.
- Development of Early Phonics, particularly those children who enter school with low baseline outcomes and from households where early learning steps are delayed or limited.

Key Stage One and Two

- Early Phonics, and transition into reading fluency.
- Narrowing the gap for those children eligible for the Pupil Premium and SEND, notably in attainment at age-related expectation in Reading, Writing and Mathematics combined at the End of KS testing

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.

Schools are required to have due regard to the need **to eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- At Ashgate Primary School we are aware of the requirement of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees. CPOMS contains confidential information regarding safeguarding concerns and categorises vulnerable groups.
- At Ashgate Primary School we have an ethos which supports respect and professionalism.
- We have a school Acceptable Behaviour and Conduct Policy which ensures that all pupils are rewarded and sanctioned when necessary. The policy is applied fairly and positively by the staff and pupils alike.
- We have appropriate policies that deal promptly and effectively with all incidents and complaints of bullying and harassment. These may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record if such incidents should arise and notify those affected of what action will be taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- All our policies make explicit that we aim to give careful consideration to equality issues.
- We keep an accurate record, where possible and appropriate, of the protected characteristics of our pupils and employees.
- We analyse our data to ensure we act upon any concerns in relation to these protected groups. We review our accessibility plan every three years.
- We record any racist or homophobic incidents and act upon any concerns.
- We have a Special Educational Needs policy and an Action Plan that outlines the provision the school makes for pupils with special educational needs.
- Our complaints procedure sets out how we deal with any complaints relating to our school.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- We have clear procedures for dealing with staff discipline

- Our Grievance Policy and procedures clearly sets our clear guidance for staff who wishes to make a formal complaint.
- Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increase the availability of accessible information to disabled pupils.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be obtained at the main reception.
- The school has an ICT & an E-safety Policy and takes all e-safety issues very seriously. Through assemblies, e-safety weeks and ICT lessons, pupils and staff are made aware of suitable internet conduct. Subsequently, "Acceptable Use" policies are signed and adhered to by all staff and are beside all pupil computers.
- Through a broad range of areas of study, we work hard to eliminate discriminations, harassment and victimisation.
- We have a comprehensive curriculum that encourages children to think about the world in which they live. Pupils are encouraged to broaden their understanding of others beliefs, cultures and faiths.
- We have a vibrant and well-represented School Council that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and the immediate environment. The school council is strong and articulate, contributing to whole school decision making where appropriate.
- We have a strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult.
- We have a Healthy Eating ethos that recognises a culturally diverse community and ensures that all pupils receive a healthy meal each day. Our school meals reflect our commitment to healthy lifestyle and responsibility to our environment, regardless of one's socio-economic background.
- We understand that attendance plays an integral part in pupils' achievement at school. Thus, through our Attendance Policy, we investigate any discrepancies that may occur and address inequalities appropriately. We strive to ensure that children maintain a high level of punctuality and attendance.
- Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity:

- We have an ethos of inclusion within the school.
- We set challenging targets to ensure our children with disabilities make good progress.
- We provide good quality training for all of our staff.
- When required, we seek the advice and support of external agencies.
- We promote positive links with our parents and families.
- There is a designated governor for SEND matters. We target specific support where appropriate.
- We hold annual reviews for all statemented children and meet regularly with the parents/carers of the others.
- We liaise and work in partnership with many professional organisations.
- We have a wide range of specialised resources, which includes our immersion room.
- We ensure all staff deliver teaching that reflects the inclusion check list.

How we foster good relations and promote community cohesion:

- We welcome all pupils.
- We have parent/teacher consultations and an induction day prior to the children starting school in our nursery and reception to aid transition.
- We liaise with special schools in the county regarding effective provision.
- We provide both formal and informal opportunities to meet with parents.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes often Experienced.
- We do this through assemblies, circle time and other PSHE curriculum activities.

- We ensure that the curriculum and resources we use have positive images of disabled people.
- We tackle prejudice and any other incidents of bullying based on prejudice.
- We have developed links with other schools in the UK and abroad.
- Links made with local organisations such as the church, senior citizen homes, etc. Parent Governors reflect the whole school population.

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

Ashgate Primary School children experience a positive start.

- We have a culturally diverse community of boys and girls who value their cultural differences and appreciate their many similarities. We are proud that incidents of racist bullying are negligible, but we are not complacent.
- We have effective, positive relationships with parents, school and home working in partnership to support the child.
- Cross phase cooperation ensures appropriate strategies and differentiation.
- Increase progress of pupils through the implementation of monitoring, intervention strategies and teachers' performance management targets.
- Extend and develop disability training with particular emphasis on meeting the needs of the current cohort and their specific needs.
- Continue to foster relationships with the local community, UK community and links abroad.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

How we advance equality of opportunity:

- Initial assessments are completed promptly for new arrivals and targets are set out. These may include targeted interventions.
- We identify appropriate provision and then monitor its impact.
- We identify and address barriers to the participation of particular groups in learning and other activities.

How we foster good relations and promote community cohesion:

- At Ashgate Primary School we promote the spiritual, moral, social and cultural development of all our children through both PSHE provision and religious education curriculum.
- We provide special events, international days, e-safety weeks, class and school productions and sports days. Visits are also conducted to other local places of interest, and worship and to local community groups such as senior citizens' homes.
- We have an informal open-door policy; staff are available at both the start and the end of the day.
- The Head teacher or Deputy Head teacher personally meet all new families during induction meetings and the EYFS/Reception leaders meet all new pupils in their settings.
- Special induction meetings are arranged with parents for our children starting in Reception.

- We have a curriculum that supports all pupils to understand, respect and value difference and diversity and ensures that the curriculum challenges racism and stereotypes.

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

- We have high attendance from our parents for all our parents' evenings, assemblies, productions, concerts and sports days.
- We have a high number of parents from a range of ethnic backgrounds who support learning and other activities throughout the school.

Gender

We are committed to working for the equality of women and men.

How we advance equality of opportunity:

At Ashgate Primary School we have a high ratio of female staff.

- We monitor the attainment and progress of all our pupils by gender.
- We set targets to improve the attainment rates of progress of particular groups of boys and girls. Through our extended school provision, boys and girls are represented.
- We have a roughly equal representation of boys and girls on the school council. The school council ensures both boys' and girls' views are equally heard.
- We invite speakers into the school to talk to the children: we ensure that these represent both genders. We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.
- We ensure the curriculum interests both boys and girls.

How we foster good relations and promote community cohesion:

Whole school events are thoughtfully planned to include and attract Mums/Dads/carers from all sections of our community in order to enrich and contribute to the children's learning and progress.

We ensure that we include positive, non stereotypical images of men and women, girls and boys, across the curriculum, through assemblies, visits and the visitors we invite in to the school.

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

- We will continue to work to narrow the gap between boys' and girls' achievement in identified areas.
- We have a stimulating curriculum in place that engages both boys and girls.
- We will continue to drive forward literacy and numeracy initiatives to further improve the attainment in reading, writing and mathematics across all year groups.
- We will continue with reading interventions that accelerate and raise the profile of reading for our boys and FSM pupils.
- We always challenge stereotypes of gender inside and outside our school community.

Religion and belief

At Ashgate Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

How we advance equality of opportunity:

- We support our pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.
- We promote inclusion for all our faith groups in all parts of the curriculum.

- We deliver a PSHE curriculum that promotes and supports the aforementioned statements, with tolerance and respect as key values.

How we foster good relations and promote community cohesion:

- Visits to places of worship and reflection have provided us with opportunities to engage with different religious and spiritual communities around us.
- We encourage and involve our parents and families in celebrations based on the different religions. These have included displays, talks and sharing experiences and customs around significant festivals.
- Our curriculum, including RE and PSHE, encourage pupils to accept others' lifestyles and beliefs, as well as exploring shared values.
- The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.

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

Ofsted 2023:

- Pupils are respectful to each other. They wholeheartedly welcome visitors to the school. Relationships with adults are warm and positive. Bullying is rare. Pupils learn about the different kinds of bullying and harassment. They said that they have many staff to turn to in school if they have a problem. They express great trust and confidence in their teachers.
- The leadership of the provision for pupils with SEND is expert. Pupils with SEND receive impressive support, particularly in The Hive. Their needs are skilfully met. In class, teachers carefully adapt learning. Pupils with SEND experience the same ambitious curriculum as their peers. Pupils with SEND thrive at school.
- Pupils' attendance has improved. Some families continue to struggle to ensure that their child attends school regularly. Leaders have effective strategies in place. Reducing pupils' persistent absence remains their key priority.
- The RESPECT agenda informs much of the school's work. It is threaded throughout pupils' personal development. Pupils express passion for the importance of equality and diversity. They proudly show the array of flags in the school hall. These represent the country of origin of every pupil in the school. Parents of children in the early years come together to teach the children about their lives in other countries. Pupils are keen to celebrate their community.
- Pupils benefit from many wider opportunities. They take part in trips and residential. They enjoy celebration days, picnics, parades and fairs. Leaders raise pupils' aspirations through links with local industry and universities. Pupils take seriously the imaginative approaches given to take responsibility, through the pupil council, well-being ambassadors and other in-school jobs. Pupils relish these opportunities.
- Leaders are committed to improving the life chances of pupils. Parents and carers value these efforts. Staff welcome leaders' actions to support their well-being. They appreciate the professional development opportunities they receive. They are proud to work at the school.

Despite the many global conflicts, between some of the groups which are represented in our school, all of our staff, pupils, parents and families remain positive and respectful and we have had no issues arising from these external conflicts.

Pupils enjoy RE and PSHE and are willing to learn about the range of beliefs.

We have a rich curriculum that enables children to learn about different cultures and religions

We would like to increase the number of outside speakers from different religions in the school to share with us their beliefs and practices.

Information about our employees

We have less than 49 employees therefore we are not required to publish information about them.