



Holly Lodge Primary Academy

Equality Statement

Autumn 2022- Autumn 2024

Approved by: Academy Council Date: Nov 2022

Last reviewed on:

Next review due by: Nov 2024

The Kite Academy Trust is committed to equality and diversity.

We promote an inclusive culture for all our staff and the communities that we serve.

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please read alongside our Equality Policy, Accessibility Plan and Reasonable Adjustment statements

The Equality Statement supports our Trust Equality policy and sets out the practical steps and actions which our Academy will promote equality and diversity and to eliminate discrimination as required by the Equality Act 2010. The Scheme takes into consideration the 'General' and 'Specific' statutory duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- The Academy considers age as a relevant characteristic in its role as employer, but not in relations to pupils
- Marriage and civil partnership

The General Duty

The Academy recognises its 'General Duty' to:

- Eliminate conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

The Specific Duties

- Publish information showing that the Academy has complied with the General Duty (annually – to Governing Bodies – public document)
- Publish evidence of the equality analysis undertaken (annually– to Governing Bodies – public document)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement it undertook in developing their Equality Objectives
- Set and publish Equality Objectives.

(2) Evidence of the equality analysis undertaken and

(3) **General duty**

Duty	Action
<p>Eliminate conduct that is prohibited by the Equality Act 2010</p>	<p>The centrality of equality and inclusion in our Academy is very evident in our daily work, our policies and procedures. We recognise that our children and staff belong to a society and world that is diverse and multi-cultural.</p> <p>Policies have been considered carefully in relation to equalities statement.</p> <p>Monitoring indicates that any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) are very rare and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. The Academy Improvement Plan included actions to strengthen compliance.</p>
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it. ‘advance equality of opportunity for all’</p>	<p>The Academy is confident that pupils with particular needs are well supported as a consequence of having established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is good.</p> <p>Vulnerable groups (and individual members of) are tracked where appropriate and teachers are careful to intervene to prevent incidents of poor behaviour or bullying. Pupils report that they feel safe in Academy, and that their views are listened to.</p> <p>Our Behaviour Policy and anti bullying policy are reviewed annually with staff</p>
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</p>	<p>Equality and Inclusion are central values and aims.</p> <p>Pupils focus on identifying and developing shared beliefs and values. There are opportunities to learn about difference and diversity, both in our own community and others, including the global dimension. Assemblies, RE and PSHE RSHE focus on relationships; class topics, extra-curricular activities and Academy activities and links also reinforce learning about relationships.</p> <p>The Academy contributes to a number of charities each year, some chosen by pupils</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media (this is made known to parents face to face and through our communications, including text, email and website.).</p> <p>As a Academy we believe in leadership at all levels.</p>

	<p>Our School Council is democratically appointed and broadly reflective of the of the Academy community.</p> <p>Teachers monitor rewards, leadership opportunities and displays to try to ensure equality.</p>
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Evidence of analysis from EDI toolkit

Policy practice	Outline how the policy / practice was evaluated	Outcome
Management of Pupils	<p>The policy is reviewed annually with staff, and pupils through school council, and staff meetings.</p> <p>An ongoing Behaviour Log is kept and monitored.</p> <p>Rewards are given in classes and at playtime and lunch (star points).</p> <p>Anti-bullying assembly carried out every term and is taught in PSHE scheme of learning</p>	<p>Monitoring does not indicate any adverse trends as there are very few incidents. Any incidents are followed up as appropriate and inline with policy.</p> <p>Online system used to record and demonstrate follow up.</p> <p>Continue to review policy annually to ensure compliance with best practice and wider Academy policies and practice</p> <p>School council to lead on Anti bullying and how to inform/educate the pupils and parents.</p>
RE and RSHE	<p>These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education.</p> <p>The RE policy reflects that child need to understand the nature of religion and be given time to reflect upon and respond to religious beliefs, values and experiences.</p> <p>Our RSHE policy has been ratified by Trust Board and agreed in consultation with parents (Autumn 2020) and staff through staff and parent Governing Body meetings, and consultation with parents, face to face and other communications.</p>	<p>Consider how to more widely reflect the diversity of the Equality Act in our curriculum models.</p> <p>Monitoring of protected groups to ensure they are not viewed in a negative or discriminatory manner.</p> <p>Ensure annual meetings for RSHE and other safeguarding programmes.</p>
Curriculum and Learning	<p>Learning and Teaching is central to our work as a Academy and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used.</p>	<p>This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations focus on learning needs and progress of all pupils.</p>

	<p>Lesson observations and pupil interviews focus on the progress and views of all year groups.</p> <p>Lesson observations and learning walks are carried out regularly, by subject leaders, senior teachers, Head teacher and Executive Team.</p>	<p>Our curriculum is consistently evolving, and we are ensuring that the children understand the British values and Academy values linking into our everyday life.</p> <p>Development of the threads through our curriculum that promote equality and diversity.</p>
Safeguarding	<p>A core policy reviewed annually reviewed by Staff and academy council/ governing body which is updated to reflect changes in legislation and practice.</p> <p>There is a nominated Governor who works with the DSL on the Surrey Safeguarding Annual Audit creating an action plan and reviews safeguarding termly.</p> <p>Prevent Training is provided to staff and governors.</p>	<p>Safeguarding and Prevent training for all staff is updated annually regularly.</p> <p>Ensure volunteers are informed on safeguarding, Academy policy and keeping children safe in education.</p> <p>Training reflects issues pertaining to Equality</p>
Attendance	<p>Attendance and punctuality is rigorously monitored by the Head Teacher and the Inclusion Officer. Pupils' attendance is monitored by a range of groups. Families are challenged and supported to improve punctuality and attendance.</p> <p>Feedback from the inclusion Officer confirms best practice</p>	<p>Attendance (98.6% September- July 2021)</p> <p>Continue to monitor attendance and punctuality and work in partnership with families to maximise excellent attendance and punctuality. In volve wider agencies to support families as appropriate.</p>

Details of engagement

Individuals /groups consulted or engaged with	Outline the nature of engagement	Summary
Pupils	<p>Pupils are increasingly involved in the leadership and decision-making procedures of the Academy, primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires etc.</p>	<p>Pupil's report being happy at Academy and have good friends. They feel safe and know to talk to an adult if they need to</p> <p>Pupils know what to do if they have an issue with bullying or behaviour.</p> <p>There are effective policies and procedures for dealing with poor behaviour</p>

Staff	<p>Staff are regularly consulted with and a culture of openness and shared accountability enables all staff to contribute to improving pupil outcomes and well-being.</p> <p>Staff are aware of and protected by the Equality Act</p>	<p>Staff identify needs for ongoing training and CPD in a range of areas.</p> <p>Staff are proactive about seeking support and guidance when unsure.</p> <p>Staff receive Prevent Training and have regular safeguarding updates. Staff have also received equality and diversity training. Every meeting safeguarding is top of the agenda.</p>
Governor	<p>Governing Body regularly review issues related to equality and inclusion at meetings and actively support the Academy's Inclusive ethos. There is a link Governor for SEND and Inclusion who works closely with the SENDCO.</p> <p>Diversity within the governing body compared with the staff in the Academy</p>	<p>Governing Body is fully committed to the vision of establishing and maintaining a fully inclusive school by ensuring that the principle of inclusivity is included in the life of the Academy.</p> <p>Governing Body makes every effort to ensure that the Academy is open and inclusive through their recruitment practices by regular self-evaluation.</p>
Parents and other stakeholders	<p>Parents regularly liaise with the Academy through PTA (Friends) events, parent consultation and curriculum workshops, annual questionnaires (online or paper versions), annual Induction and Meet the Teacher meetings, and face-to-face informal meetings in the Academy grounds. Some of our families are hard to reach and further work is needed on this.</p>	<p>Parents value the inclusive ethos of the Academy. We seek to develop varied methods of communication and 'plain English' to reduce educational jargon (e.g. in pupil reports) and to engage with all parents.</p>

Policy practice to be considered				
Specific actions				
Priority	Action	Success criteria	Responsibility	Timeframe
Equality is clear to all in all policies	Ensure equality and safeguarding statements are on all Academy policies. Add in as we work through the cycle	All policies have statements and all staff are clear on our policy.	HT and Policies writers	3 years
To promote awareness of cultures of the pupils through a rich range of experiences in and beyond the Academy	Provide a broad range of educational visits Ensure full coverage of RE and PSHE/ RSHE schemes of learning Review and embed artists taught in KS1/KS2 Extend visiting speakers in collective worship Invite parents into assembly, particular those from diverse or non-white British backgrounds to talk about their culture and experiences.	Children will have experiences of divergent society Children will understand that they are part of a wider community. Pupil outcomes in curriculum areas Children will have an increased understanding of different religious groups which will be measured through their work	RE, PSHE and Music lead	Summer 2023
Encourage parents to be active participants in their child' learning	Workshop on RSHE, bullying online safety and drugs education - Coffee afternoon/Zoom meetings Provide workshops Reading, phonics, maths (relevant to pupils needs) Phonics drop in a see your child learning Provide a range of events – sharing learning days, assemblies, lunches and open days.	Parents report they feel fully informed about their child/rens learning and the curriculum in the Academy 100% attendance in reading workshop 100% in Sunshine maths workshop	HT HT Staff	Spring & Autumn 2023 Workshops spread through the term.

	Share on email and social media activities children are participating in – everyday ones and special		Staff	
Seek to ensure that all pupils have equal access to the curriculum at the appropriate level	<p>Monitor/ analyse data and interventions groups. Adapt to the needs of the children provided additional support when required</p> <p>Provide targeted interventions</p> <p>Ensure the SEND policy is regularly reviewed</p> <p>Pupil with SEND are monitored closely and their needs met.</p> <p>Support vulnerable pupils with their mental health through range of interventions</p> <p>Modify the curriculum in order to meet all children’s needs and interests.</p> <p>Curriculum planning to reflect and promote our Academy, community and the wider worlds diversity in terms of race, gender, ethnicity and disability where possible, though books assembly, history, art, music , PE.</p> <p>All subject leaders to review their curriculum</p>	<p>Attainment at the end of KS1/KS2 will be above national in reading, maths and writing. The number of children achieving greater depth will be above national. Pupils that require additional support reach expected levels by the end of the KS1/KS2</p> <p>SEN pupils make accelerated progress in their specific areas.</p> <p>Mental health and wellbeing of vulnerable pupils is well supported. And this can be demonstrated through their play and learning</p> <p>PP children meet their termly milestones</p> <p>Planned whole Academy days/weeks to reflect diversity through assemblies and visits from our families to share celebrations and important events.</p> <p>Planned a variety of visits, visitors, and events</p>	<p>HT &SLT</p> <p>ALL</p> <p>GOV & HT</p> <p>ALL</p> <p>All</p> <p>All subject leaders</p>	<p>½ termly</p> <p>Termly</p> <p>Review annually</p>
Develop and engaging exciting curriculum that incorporates diversity and different cultures				

	<p>Review the RE syllabus-Enabling the children to learn about different cultures and belief, add in culture aspects that we cover</p> <p>Break down barriers to perceptions of disability through teaching about famous, successful people</p>	<p>RE reviewed and implemented questioning/challenging the cultural capital provided by the Academy</p> <p>The children show respect for one another and the wider world. As seen in observations and learning walks, comments from visitors and places visited</p> <p>No increase in race or prejudice- related incidents within the Academy.</p>		
<p>Seek to ensure all pupils have the opportunity to make a positive contribution to the life of our Academy and others</p>	<p>Invite pupils to take part in a range of additional activities and events arranged by our Academy: clubs/responsibilities/representing our Academy/school council</p> <p>Monitor attendee list and provide opportunities for any marginalised groups</p> <p>Support a variety of charities from local to global.</p>	<p>All pupils will have had the opportunity to make a positive contribution to the life of our Academy by attending at least one additional activity or event during the academic year this is monitored</p> <p>Pupil premium funding provided access to clubs</p> <p>All pupils have been given the opportunities to raise money for local/global charities. Each term we focus on a different charity</p>	<p>ALL</p> <p>ALL</p>	<p>Throughout the year.</p>
<p>Healthy lifestyles and keeping safe</p>	<p>Audit Healthy Academy's and reinstate our award by 2024</p> <p>School council to ask questions to the Governors (Academy council) on how they ensuring they are keeping us safe.</p>	<p>Enhanced status achieved and pupils have a sound understanding of keeping healthy. This is still ongoing as it is a paperwork exercise- we feel we are very proactive in being healthy</p>	<p>HT & PSHE lead</p>	<p>BY summer 2024</p>

	<p>School council to work with another Academy in developing the children’s understanding bullying</p> <p>Planned events throughout the year on keeping safe and healthy (road safety workshop, handwashing, police- awareness, Golden boot, online safety, NSPCC, heart start)</p> <p>All staff trained on keeping children safe/child protection, prevent, and have read and understood Academy policies.</p> <p>Staff are kept UpToDate with changes and new information regarding safeguarding and keeping children safe</p> <p>Safeguarding audit completed, action plan written . Academy Governor to meet termly with DSL discussion on audit</p>	<p>In survey children report they understand what to do if they feel they are being bullied or unsafe.</p> <p>All staff are trained on keeping children safe in education.</p> <p>All staff feel informed of</p>	<p>Staff</p> <p>HT& Gov</p>	<p>23</p> <p>Annual</p> <p>Annually</p> <p>Every meeting</p> <p>Termly</p>
<p>To ensure the environment is as accessible as possible to all pupil’s staff and visitors.</p>	<p>Review and update accessibility plan annually</p>	<p>All pupils able to safely access learning environment indoors and outdoors</p>	<p>SENDCO</p> <p>SENDOC governor</p>	

	<p>Consider the needs of all groups when designing and developing the Academy grounds and demonstrating positive inclusion</p> <p>Conditions survey of Academy premises</p>	<p>Positive inclusion of apparatus and natural resources in grounds development to promote inclusion</p> <p>Conditions of the Academy building considered, and actions taken</p>	<p>HT & caretaker</p>	<p>October 2021</p>
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