



LEAGRAVE PRIMARY SCHOOL

Striving for Excellence, Learning for Life

Equality Statement

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STATUTORY

This Policy must be reviewed annually.

We have carefully considered and analysed the impact of this statement on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Equality Statement.

2025

Principle

At Leagrave Primary School all members of the school community are valued regardless of, disability, culture, ethnicity, nationality, religious beliefs, gender or sexual orientation. We believe in fostering good relationships between all members of our community by tackling prejudice and promoting understanding and mutual respect.

Leagrave Primary School is committed to equality of opportunity and in line with the National Curriculum Inclusion Statement the school aims to:

- provide a secure, challenging environment which caters for needs of all and enables every individual to achieve their true potential.
- create an atmosphere which is fully inclusive, caring and purposeful and where every individual is respected and respects others.
- identify and remove barriers to pupils in all areas of school life so that every individual feels welcome.
- take all reasonable measures to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- teach children to recognise, accept and celebrate differences in others
- promote and encourage positive behaviour and respect through our Behaviour policy and our Values programme
- deal promptly and effectively with all incidents and complaints of bullying and harassment. Incidents are recorded and those affected are notified of action that has been taken.
- raise children's awareness of the society in which they live so that they will ultimately become responsible citizens.
- keep an accurate record, where possible and appropriate, of the protected characteristics of our pupils and employees.

We believe that no one should receive less favourable treatment on the grounds of: race, disability, physical ability, age, health, income, religion/ beliefs, colour, ethnic origin or nationality, sexuality, marital status, gender, trade union or professional association membership.

Our approach to equality is based on the following key principles:

1. All pupils are equally valued
2. We recognise, accept and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equality, diversity and inclusion practice in staff recruitment, retention and development.
5. We aim to actively reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our pupils.

Our Legal Duty

As a school we welcome our duties under the Equality Act 2010. We are committed to its three main elements of:

- Eliminating discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Promoting equality of opportunity for all people; those who share a protected characteristic and people who do not share a relevant protected characteristic
- Fostering good relationships between all people and promoting good attitudes

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy
- maternity

In order to meet our general duties, listed above, of the Equality Act 2010, we firstly, publish equality information annually. No information is published that could specifically identify an individual adult or child. Secondly, we publish our Equality Objectives.

Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school.
- Ensure that the published equality information is updated annually, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

Eliminating discrimination and other conduct prohibited by the Equality Act 2010

The school is aware of its obligations under the Equality Act 2010.

The information provided here aims to demonstrate how we consider equality, diversity and inclusion issues in everything that we do at Leagrave Primary School. 'Due regard' ensures that we work towards eliminating bullying, discrimination, harassment and victimisation and other conduct that is inappropriate/prohibited by the Equality Act.

We are committed to promoting equality, tackling discrimination and fostering positive relationships for all our staff, parents/carers and children to meet and go beyond our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils can access extra-curricular provision
- Making reasonable adjustments for pupils with disabilities/impairments
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures
- As part of their induction, all staff receive training on the Equality Act

Advancing Equality of Opportunity for all pupils and Fostering Good Relations.

The following pages provide information on how we 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 needs of individuals and groups of pupils with protected characteristics.

Disability Equality

Leagrave Primary is committed to:

- Promoting equality of opportunity between people with disabilities and others
- Eliminating unlawful discrimination and harassment
- Promoting positive attitudes towards people with disabilities
- Encouraging participation of people with disabilities in all aspects of school life

- Making provision for people's disabilities- on occasion this can mean treating disabled people more favourably than others.

Summary Information

	2021-2022	2022-2023	2023-2024 (415)	2024-2025 (420)	2025-2026 (409)
Pupils with SEN (YR-Y6)	97 pupils (23%)	88 pupils (21%)	89 pupils (21.4%)	95 pupils (22.6%)	90 pupils (22%)
Pupils with no SEN (YR-Y6)	323 pupils (76.1%)	332 pupils (79%)	326 pupils (78.6%)	325 pupils (77.4%)	319 pupils (78%)
Pupils with statement/ EHC (YR-Y6)	13 pupils (3%)	15 pupils (3.6%)	13 pupils (3.1%)	19 pupils (4.5%)	17 pupils (4.2%)

There is a higher than average level of SEND across the school with:

- 22% (90 pupils from YR – Yr 6) currently on the SEND register. The national average is 18.2%.
- 17 pupils (4.2%) of pupils at Leagrave Primary School are supported by an EHC plan due to a high level of need - this higher than the national average (3.5%)

There are pupils at Leagrave Primary School with different types of disabilities and special needs and these include:

- Physical difficulties
- Learning difficulties
- Hearing difficulties
- Autistic Spectrum Disorder
- ADHD
- Speech and Language Difficulties
- Behaviour and Emotional difficulties

Pupil progress.

This data shows progress between Summer 2024 and Summer 2025.

- On average 65% of children in Years 1-6 with SEND made expected progress (5- 6+ steps) in Reading, Writing and Maths. In Years 1-6, 94.8% of pupils without SEND make 5-6+ steps progress.
- 5.7% of children with SEND made progress just below expectations (3-4 steps) in Reading, Writing and Maths whilst 1.8% children without SEND made this amount of progress.

How we advance equality of opportunity

- We support learners with disabilities and members of staff with disabilities by meeting their individual needs.
- We take steps to ensure that pupils with disabilities are not put at a disadvantage compared to other pupils.
- We involve learners with disabilities, their families and disabled staff in alterations we ask and consult them on issues affecting them.

- We carry out accessibility planning for pupils with disabilities, parents and staff. (See the Accessibility Plan)
- All pupils have equal access to all areas of the curriculum, before and after school clubs and school trips. If a pupil has a specific barrier to accessing a particular part of the curriculum advice is always sought from appropriate agencies.
- In the report following an inspection in 2024 Ofsted inspector said, “The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. This ensures that pupils with SEND receive precisely planned support and achieve well.”
(Ofsted 2024)

How we foster good relations

- Pupils at Legrave Primary learn and know about their local community and the wider world. They are encouraged to be responsible individuals who are able to make a contribution to the society in which they live.
- We are continuing to embed our Values system which supports all pupils, parents and staff to understand, respect and value differences and diversity. Positive images of people with disabilities are encouraged and included through the curriculum.
- We enable pupils to learn about the experiences of people with disabilities and their experiences of discrimination.
- Pupils are encouraged to support and help their peers especially through initiatives such as, Play leaders, Digital Leaders, Sports leaders and Prefects. Children who have SEND may be provided with a ‘buddy’ in school to support them at play times and lunch times, if this appropriate support for their needs.
- The school tackles bullying or harassment on the basis of SEND in line with the school’s Anti-Bullying Policy.

What has been the impact of our activities?

- All children are fully integrated into school life.
- There have been no incidents of bullying, due to disability this year.
- More pupils with disabilities are provided with funding for extra support in the classroom and therefore we are beginning to see an impact on the attainment of these pupils.
- “pupils with SEND receive precisely planned support and achieve well.” (Ofsted 2024)

Ethnicity and Race

Legrave Primary is committed to:

- Eliminating racial discrimination
- Promoting equality of opportunity
- Promoting good relations

Summary information

Ethnic groups of pupils

	Total 440	Percentage of pupils
Pakistani	120	27.3%
Black African	27	6.1%
Other Asian	19	4.3%
Bangladeshi	65	14.8%
Indian	18	4.1%
Chinese	3	0.7%
White British	53	12%
Arab Other	4	0.9%
Turkish/Turkish Cypriot	1	0.2%
Kashmiri Other	5	1.1%
Kashmiri Pakistani	2	0.5%
White/Black Caribbean	16	3.6%
White Other	33	7.5%
Black Caribbean	10	2.3%
Gypsy/Roma	-	0
Refused	-	0
White/Asian	10	2.3%
White Irish	1	0.2%
White/ Black African	9	2%
Any Other Black Background	3	0.7%
Any Other Mixed Background	12	2.7%
Any Other Asian Background	7	1.6%
Any Other White Background	2	0.5%
Any Other Ethnic Group	13	3.0%
Asian and Any Other Ethnic Group	1	0.2%
Information not yet obtained	6	1.4%
All	440	100%

We have children from at least 23 ethnic groups in the school. The main ethnic groups are Pakistani (27.3%), Bangladeshi (14.8%) and White British (12%) This does not reflect the national picture of ethnicity groups in schools where the most common ethnic group in state primary schools is White British, with around 65.5% of pupils identifying this way, followed by Pakistani (4.4%), Black African (3.8%), and Indian (3.2%).

Ethnic groups of Staff

Ethnicity	Total 59	Percentage of staff
Any Other White Background	2	3.4%
Any Other Asian Background	2	3.4%
Information not yet obtained	2	3.4%

Bangladeshi	1	1.7%
Black African	2	3.4%
Indian	0	0
Pakistani	6	10.2%
White and Asian	1	1.7%
White British	38	64.4%
White Irish	5	8.5%
	59	101% due to rounding

32 languages are spoken by children at Leagrave Primary School.

41% of pupils do not have English as their first language, which is above the national average which has risen to 21.4% in 2024/2025 from 20.8% in 2023/2024.

How we advance equality of opportunity

- We have teachers and teaching assistants who speak languages other than English who support pupils and families where possible
- If children have EAL, we encourage pupils to speak in their mother tongue when possible
- If children who have EAL are new to the school, have very little or no English, are not making expected progress or not achieving their targets, they are assessed in their first language, where possible, so that appropriate levels of support can be put in place.
- We monitor attainment and progress of all our pupils. This assessment and monitoring ensures that immediate, effective intervention can be implemented if necessary.
- Targets are set to improve the attainment and progression rates of particular groups of pupils and individuals.
- We identify and address barriers to the participation of a particular group in a particular activity.
- We involve parents and carers in initiatives and interventions to improve outcomes for particular groups.

How we foster good relations

- Pupils are encouraged to be a buddy to mid- term arrivals and buddies are often chosen because they speak the same language as the new arrival.
- Our Values system supports all pupils, parents and staff to understand, respect and value differences and diversity.
- Positive images of people from different racial groups, ethnicities and cultures are encouraged and included through the curriculum.
- We take part in events such as Black History Month and Faith week.
- We follow the Local Authority procedures for dealing with racist incidents or any form of discrimination.

What has been the impact of our activities?

- All children are fully integrated into school life.
- Staff feel prepared to meet the needs of pupils in the school who have no or very little English.

- Our incidents of racism and bullying, due to ethnicity, race or culture, are low. In the Year 2023-24 there were 4 racist incidents that were reported.
- “Many pupils, including those who speak English as an additional language, start school with limited skills in language. As a result of very effective teaching and modelling by teachers and teaching assistants, pupils become confident and articulate speakers and writers by the time they leave Year 6.” (Ofsted 2018)

Religion and Belief

The school is made up of pupils and staff with a range of religions and beliefs.

Leagrave Primary is committed to:

- Eliminating unlawful discrimination
- Promoting equality of opportunity
- Promoting good relations

How we advance equality of opportunity

- We acknowledge the diversity of all the faiths and respect the religious beliefs of all pupils, staff and parents within the school.
- We accommodate and comply with reasonable requests relating to religious observance and practice.
- Our Values system has been embedded which supports all pupils, parents and staff to understand, respect and value differences and diversity.
- The curriculum throughout the school is supported by resources that reflect the diverse community in which we live.
- Positive images of people from different faiths and religions are encouraged and included through the curriculum.
- Festivals and Celebrations from all faiths and cultures are celebrated throughout the school year.
- Pupils are encouraged to recognise the differences in their beliefs and to respect and value these.
- A Faith week is held annually in which every child in the school learns about a particular faith.
- We challenge parents who wish to withdraw their children from parts of the curriculum, such as taking part in a Nativity, visiting a church or mosque because they have a different religion.
- We ensure that trips and special activities are not planned to take place on any religious holidays.

How we foster good relations

- We promote the spiritual, moral, social and cultural development of all pupils. This enables each pupil to gain understanding of, celebrate and reflect on his or her own faith.
- Pupils are encouraged to have a growing awareness of other faiths and the beliefs of others.

- Our curriculum, including R.E. enables pupils to learn about and accept others' lifestyles and beliefs.
- The R.E. curriculum enables pupils to develop respect for others and helps to challenge prejudice and discrimination
- Through collective worship and festivals, we promote a tolerance of other religions.

What has been the impact of our activities?

- We do not have any recorded incidents of bullying due to religion or beliefs.
- Almost all pupils take part in all festivals and activities, whether of their own religion or another.
- No child has ever been denied access to an activity due to his/her religious beliefs.
- During our Faith week every child was taught about a World Religion in greater depth. This included trips to places of worship, religious leaders visiting school, learning about key figures and religious practices and beliefs of the religions.

Gender Equality

Leagrave Primary is committed to

- Eliminating unlawful discrimination and harassment
- Promoting equality of opportunity between men and women, boys and girls
- Promoting good relations.

Summary Information

Staff Gender

	Total	Male	Female	Non-Binary
Teaching staff	21	1	20	
Teaching support staff	19	2	17	
Administrative staff	7	0	7	
Kitchen staff	5	1	4	
Site staff	7	1	6	
Total	59	5	54	

Pupil Gender

	Total 440	Girls	Boys
Nursery	31	18 (58 %)	13 (42 %)
Reception	59	29 (49%)	30 (51%)
Year 1	58	31 (53%)	27 (47%)
Year 2	55	23 (42 %)	32 (58%)
Year 3	60	27(45 %)	33 (55 %)
Year 4	60	31 (52%)	29 (48%)
Year 5	59	19 (32%)	40 (68%)
Year 6	58	26 (45%)	32 (55%)
All	440	204 (46%)	236 (54%)

EYFS – Good Level of Development (GLD)

In the data that has been gathered over the past few years we have seen the gap between genders closing as staff have worked to close it. For example, at the end of 2018 68% girls achieved it and only 27% boys (42% of the boys had SEN) Due to Covid 19 there was no external data for two years and in 2021-22 there was still a significant difference between the number of boys and girls achieving a GLD but the gap between the two groups decreased, 61.3% of the girls and 37% of the boys achieved a GLD this year. This is an uplift of 10% in the number of boys achieving GLD. In 2022-2023, 66.7% of girls achieved a GLD and 37% boys achieved it and in 2024, 63.6% of girls and 42.9% of boys achieved GLD. In 2025, 53.3% of girls and 33.3% of boys achieved a GLD. It is worth noting that 33.3% of the boys in the cohort were on the SEND register. It was a particularly challenging cohort in which there were a significantly higher number of children with SEND (25%) than in previous cohorts and where some of the behaviour in the cohort impacted on some children's learning.

Through our commitment to working with every child and addressing their needs, the gap between boys' and girls' attainment through school is closing with the vast majority of boys and girls in Year 6 achieving expected levels in their Standardised Academic Tests.

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<u>2024</u>			
Boys	83%	83%	90%
Girls	90%	90%	87%
<u>2025</u>			
Boys	93.3%	86.7%	90%
Girls	96.4%	100%	100%

How we advance equality of opportunity

- We monitor attainment of all our pupils by gender.
- We set targets to raise attainment of particular groups of boys and girls as well as individuals.
- We identify and try to break down barriers to participation of boys or girls in specific activities.
- We avoid stereotypes, with particular reference to career opportunities by including role models who break the stereotype in our curriculum.
- Both male and female parents and carers are encouraged to be involved in the work of the school and to attend school functions.

How we foster good relations

- We ensure we respond to any allegations of bullying or harassment in line with school policies.
- We encourage pupils to develop an understanding of the experience of different genders in society and challenge sexism or negative stereotypes.
- We ensure the inclusion of non-stereotypical images of women and men across the curriculum
- Both genders are treated equally in school and everyone is seen as a unique individual.
-

- Girls and boys are given equal, but not always the same, opportunities to take part in extra-curricular activities.
- No child is ever denied access to an activity based on his/her gender.

Gender Identity or Reassignment

Although it is rare for a pupil to undergo a process of gender reassignment, when this happens it will be managed with care and sensitivity.

If there was a case of gender reassignment amongst staff or families, this would be approached with care and sensitivity.

We will not directly raise the issue of gender reassignment through the curriculum but will answer pupils' questions about the subject kindly, considerately and sensitively.

Gender is discussed within the Relationship and Sex Education curriculum. We follow the scheme of work that was written by Christopher Winter and which is endorsed by Luton Borough Council.

Equality Objectives.

At Leagrave Primary School we have a strong commitment to fairness and equality in everything we do. We believe that everyone should be treated with respect and care. We aim to make the school a safe and secure environment where everyone feels equally valued. We recognise that people have different needs and we understand that treating people equally does not always mean treating them the same. We recognise that some pupils will need extra support in order to achieve their potential.

When making decisions about the school, such as becoming a Foundation School and then in deciding whether to become part of a Multi Academy Trust, we ensure that people from different groups and all stakeholders are consulted and involved.

We have the following policies to ensure our school is a safe, secure and accessible place for all:

Anti-Bullying Policy
Behaviour Policy
Child on Child Abuse policy
Code of Conduct
Complaints Policy
Contacts and Collections Policy
Equal Opportunities Policy

Illness Policy
Inclusion Policy
Internet Safety Policy
Mid Phase Arrivals Policy
Missing Child Policy
Mobile Device Acceptable Use Policy
Personal and Intimate Care Policy
Safeguarding and Child Protection Policy
SEN and Disability Policy
Supporting Children with Medical Needs Policy

In compliance with the Equality Act 2010, we have set ourselves specific and measureable objectives that will enable us to achieve the aims of the general equality duty. These will be reviewed every four years. The current objectives were put in place in September 2024.

To do this we collect data related to the protected characteristics above and analyse this data to determine our focus for equality objectives. This data will be assessed across our core provision. It will include the monitoring of:

- Admissions
- Attendance
- Attainment including Target Tracker, SATs results, Teacher assessment
- Exclusions and Red card incidents
- Prejudice related incidents
- School Development Plan
- Self Evaluation Form
- Parent/ staff and pupil questionnaires
- Staff recruitment and professional development
- Curriculum monitoring
- Lesson observations

On analysis of the data we have identified equality objectives for Leagrave Primary which are:

- To review levels of parental engagement in school life, across all areas and to ensure equity and fairness in access, engagement and in the voice they have for all including parents and carers from all ethnic groups and races, genders, ages, religions and those parents who have a disability.
- We recognise a gender imbalance in Early Years where year on year the percentage of boys achieving GLD is significantly lower than the percentage of girls doing so and so we aim to address this. Boys in Early Years will make more progress and attainment will be closer to that of the girls in achieving Good Levels of Development by the end of the Early Years Foundation Stage. More opportunities will be provided for outdoor learning and this will include further and more varied opportunities for reading, and writing and Mathematics.
- To ensure genuine inclusion of all children with regards to protective characteristics including those with SEND.

This document is updated annually.