



WOODSEATS PRIMARY SCHOOL

Including
Nursery Extended School Provision

EQUALITY STATEMENT

January 2014

Introduction

Our Equality Statement sets out our approach to meeting the general and specific requirements of the Public Sector Equality Duty for our school as outlined by the Equality Act 2010.

By placing an equality perspective in all of our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours. This enables us to address the issues in creating an inclusive whole school environment.

Signature:

Headteacher..... **Date**.....

Signature:

Chair of Governors..... **Date**.....

Introduction

Woodseats Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, and victimisation or by failing to make a reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including:

- local authorities
- Schools, colleges and other state-funded educational settings including academies

have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

Leadership

Within our school all staff and Governors at the school are responsible for ensuring the school meets its duties under the Equality Act 2010.

Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of pupils or our staff

Training

We will provide relevant training by using all suitable delivery methods.

Procurement and Contractors

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

Visitors to the School

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

Publishing the Statement

We will publish our statement as a separate policy within school.

Reporting our progress

We will use report progress against the Duty through our regular reporting mechanisms, to the full Governing Body of the school.

Reviewing and Revising the Equality Statement

We will review and revise the Statement no later than four years from publication of this statement.

How we will meet the General Duty & Specific Duty

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach ie information and objectives set out in Annex 1 and 2.

Annex 1

Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics.

In collating the equality information we have:

- Identified evidence of policies and practice and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed our effectiveness in terms of equality.

Our equality evidence highlights:

Age

- All our policies and procedures are based on the model policies of Sheffield City Council, and we will always take these into account when carrying out a recruitment exercise.

Disability

- We have a high number of children with a range of disabilities.
- We have approximately 17% of children who are SEN.
- We have a small number of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.
- The school building poses particular challenges for physical access, due to the number of steps in and around the school. We have undertaken ongoing work to improve access.
- We take a flexible approach towards making adjustments to support our disabled staff.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively.

Gender Reassignment

- All of our policies and procedures are based on the model policies of Sheffield City Council.

Marriage and Civil Partnership

- All of our policies and procedures are based on the model policies of Sheffield City Council.

Pregnancy and Maternity

- All of our policies and procedures are based on the model policies of Sheffield City Council.

Race

- 19.8 % of our pupils are from a BME background
- 10 % of our pupils have English as an Additional Language (EAL). We have a designated EAL Co-ordinator. We are increasingly identifying EAL provision in the curriculum.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- 13% of our staff are from other backgrounds.
- The curriculum includes a range of activities involving parents and international events within school, such as children coming in traditional dress, cooking events etc.

Religion or belief

- We have frequent activity around religious observance.
- We also invite people from different faith groups into school to take part in assemblies.

Gender

- Our staffing profile is almost exclusively female, with 3 male staff.
- Our governing body is more gender representative, with a female chair and a female vice chair.
- Within our school where possible and practical we encourage flexible working, and we have developed policies and procedures to support this process.
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly.

Sexual orientation

- Although we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies of Sheffield City Council, and any member of staff or the governing body would be supported as necessary.

Cohesion

- As a school we have used SEAL as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. We have worked to actively make our governing body representative of the communities that we serve.

- We have various events in school to celebrate diversity and to encourage interaction.
- The school has well-developed links with local businesses and shops.
- The school embeds local facilities and resources (e.g. Graves Park, Whirlow Farm and Thornbridge Residential Centre)
- In addition to local links and activities, we have developed fundraising, for example charitable work around food and homelessness via Sheffield Archer Project.

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, Pupil Premium, FSM, Gifted and Talented, and SEN) and develop action points for the school accordingly.
- We are developing a nurture/pastoral capacity for pupils with more complex/emotional needs.

**Appendixes to be amended annually – next due Jan 2015.
Review 4 years from publication.**

Annex 2

Equalities Objectives and Action Plan