

INTAKE PRIMARY SCHOOL



Equality Statement

Reviewed: March 2017

Review Date: March 2021

Introduction

The Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced 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 an 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

Intake 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.

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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 characteristic; therefore the Act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, victimisation and 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 that 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 policy within school and upon the school's website.

Reporting our progress

We will 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 at least every 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 to gathering information and objectives is set out at 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 equality information we have:

- Identified evidence of what policies and practice are already in school and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed the effectiveness of our approach to equality.

Our equality evidence highlights:

Age

- Our workforce profiling data highlights that a relatively high proportion of our whole staff is currently aged 50 or over (36%).
- The age profile of teaching staff is different with 25% aged 50 or over.
- Given the age profile of our whole workforce, as a school we view succession planning as a key priority for our school.

Disability

- In March 2017 we have a number of children with a range of disabilities.
- In March 2017 we have 59 children on the SEN register (14%).
- In March 2017 we have no members of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.
- A major issue for our school is that we are a split level site in an old building. This poses particular challenges for physical access. We have undertaken work to ensure access around the site and building.
- We take a flexible approach towards making adjustments to support any 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

- 15% of our pupils are from a BME background.
- 18 children out of 409 have English as an Additional Language (EAL).
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly. At present the progress of BME children is in line with other children.
- The curriculum includes a range of activities involving parents and international events within school, such as children coming in traditional dress, cooking events etc., visits to the mosque, church etc.
- 1 of our Governors, 8%, are BME.

Religion or belief

- We have frequent activity around religious observance. The children make regular visits to different places of worship.

Gender

- Our staffing profile is almost exclusively female, with 3 male teachers and a male learning mentor. This profile is consistent with staffing profiles in our sector. As a school we are looking at ways to change our profiles however recruitment of male staff is difficult and equal opportunity is given to all applicants. Appointments are always based on merit.
- 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

- Though 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 child, parent, member of staff or the Governing Body would be supported as necessary.

Cohesion

- As a school we have used PSHE, SEAL and BLP 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.
- We have many activities with children attending in traditional dress, in which aspects of their own and other cultures are valued and celebrated.
- We celebrate international languages.
- We have linked with a rural Kenyon school in order to expose pupils to a different cultural and geographical context.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events (eg. Citizenship Awards), and in terms of visiting their contexts (eg. Christmas Choir Concerts in local sheltered housing).
- The school has well-developed links with local businesses and shops.
- The school embeds local facilities and resources (e.g. Whirlow Hall Farm; Weston Park Museum, the immediate locality) in its curriculum.

- In addition to local links and activities, we have developed international links and fundraising, for example charitable work around raising funds for the school in Kenya, Comic Relief, Sport Relief etc.

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, G&T and SEN) and develop action points for the school accordingly.
- We have employed a Learning Mentor to support vulnerable children and their families.
- We have completed the Achievement for All programme.
- We facilitate parenting courses (on a weekly basis) and support groups and signpost support agencies.
- We have a well-developed nurture/pastoral approach to all pupils and act as advocates for children and parents with extended services.
- We have developed a practical, thematic curriculum in order to improve inclusive education and involve parents/carers support.

Annex 2

Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome	Rating
Improving physical access for our staff and pupils	<ul style="list-style-type: none"> • Staff • Pupils 	<ul style="list-style-type: none"> • Review and maintain existing improvements 	HT	Improved physical access arrangements for staff and pupils	
Ongoing analysis of attainment and progress	<ul style="list-style-type: none"> • Staff • Pupils 	<ul style="list-style-type: none"> • Termly analysis of pupil data • Termly Pupil Progress Meetings involving relevant staff 	HT DHT CTs	Improved assessment for learning systems within school	
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	<ul style="list-style-type: none"> • Staff • Identified Pupils 	<ul style="list-style-type: none"> • Termly analysis of identified pupil data • Identification of potential issues with regard to vulnerable groupings • Identification of provision for vulnerable groupings upon planning 	HT SENCO LM CTs	Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings	
Support and tailored provision for pupils displaying complex emotional needs	<ul style="list-style-type: none"> • Identified Pupils 	<ul style="list-style-type: none"> • Identification of pupils requiring additional support • Establishment of emotional literacy group using nurture strategies in order to meet the needs of identified pupils 	HT SENCO LM CTs	Improved nurture capacity with the school, enabling pupils with more complex needs to engage productively	
Mapping and analysing interventions for vulnerable groups, esp. SEN	<ul style="list-style-type: none"> • Identified Pupils 	<ul style="list-style-type: none"> • Agreed list of effective interventions that should be implemented across school • Record of all interventions through a 	HT SENCo	Monitor the overview of provision within the school and continue work to improve this through staff training	

		provision map that is monitored and evaluated on a termly basis			
Maintaining and improving monitoring arrangements for bullying incidents	<ul style="list-style-type: none"> Pupils 	<ul style="list-style-type: none"> Maintain recording mechanisms for the monitoring of incident of bullying Maintain termly report of incidents to governing body Look at the possibility of purchasing CPOMs software 	HT DHT	On-going identification and recording of bullying incidents, in order to monitor appropriately	
Pupil voice	<ul style="list-style-type: none"> Pupils 	<ul style="list-style-type: none"> Maintain developments with regard to school council Maintain use of 'worry boxes' 	HT	Maintain and further develop mechanisms to enable pupil voice	
Governor Representation and Development	<ul style="list-style-type: none"> Governors Staff Pupils 	<ul style="list-style-type: none"> Identify annual development session Maintain strategic policy, and class, link 	HT Chair	Promote involvement and engagement of governing body	