

Stocksbridge Nursery Infant School



Equality Statement~~Policy~~ Name

Policy adopted: June 2019

Policy review date: June 2020

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STOCKSBRIDGE NURSERY INFANT SCHOOL

EQUALITY STATEMENT

JUNE~~NOVEM~~OCTOBER 2019~~7~~4

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

Stocksbridge Nursery Infant School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

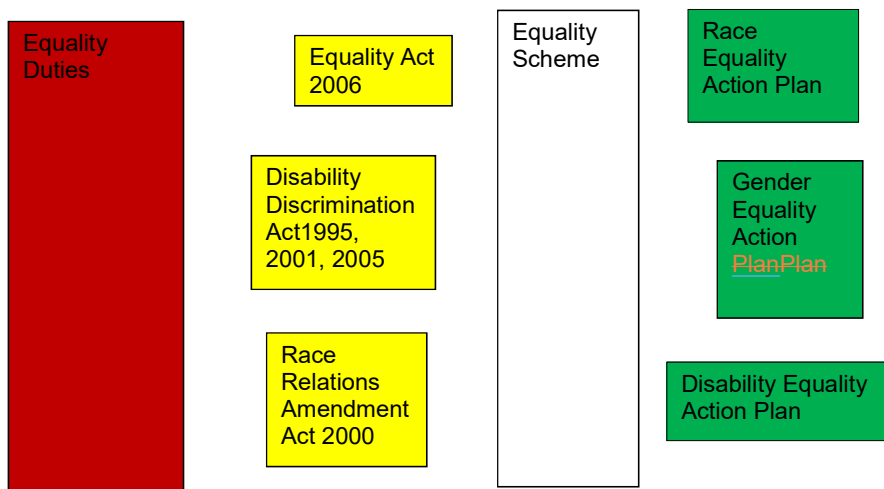
The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

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

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

Figure 1 shows how the three public duties inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion.

Figure 1 How the Equality Duties fit together



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; therefore the Act protects everyone against unfair treatment.

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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 to working practices for a disabled person.

Since 6th 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 general Public Sector Equality duty to have due regard to the need to:

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

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

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- Publish annual information which demonstrates our compliance with the general duty with 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.

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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.

Governors are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed

The Head Teacher is responsible for:

- Ensuring the school Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors/link tie up

Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of either pupils or our staff. (See Anti-Bullying Policy).

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The Governing Body has adopted ~~Sheffield, the~~ City Council's Code of Conduct and Policy for Harassment, Discrimination, Victimisation and Bullying.

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Training

New staff receive induction on key policies and equality issues. Priorities for individual and whole staff training are identified in our School Improvement Plan and have included:

- Training specific to the needs of individual children eg. those with mental health issues, emotional and behavioural difficulties and speech and Language difficulties. In addition, Governors receive regular updates and have access to training sessions on equality and diversity issues.

Procurement and Contractors

We will take steps to ensure that all visitors and contractors visiting our school, act ~~a~~And operate within the requirements — of our Equality Statement.

Visitors to the School

We will take steps to ensure that visitors to our school, including parents, contractors and volunteers are adhering to our commitment to equality and will make them aware of school expectations and policies as regards adult/pupil relationships. The schools' aims are displayed in the main entrance. Students on placement are given personal training and guidance through—out their placement.

Publishing the Statement

We will publish our statement ~~as~~ as a separate policy within school; as part of school's Staff Handbook; ~~and~~ upon the school's website.

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Reporting our progress

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

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Annual reporting – reviewing and revising the Equality Statement

We will annually publish a report that will be available to all interested stakeholders.

(The report will be published as an appendix to the Headteacher's Report to Governors) summarising:

- Progress against the action plan • The results of information gathering • What has been done with the information gathered • Inclusion on the website

How we will meet the 'gGeneral dDuty' & 'sSpecific dDuty'

We are required to meet the three aims under the gGeneral dDuty as set out by the Equality Act 2010 and our approach to gathering information and objectives is set out inat aAnnex 1 and 2.

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Annex 1

Equalities Information

Our initial assessment ofWe have reviewed how we currently perform as a school in the context of the

requirements of the gGeneral dDuty and the Protected Characteristics was in April 2012. We reviewed our performance in October 2014.

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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 only a significant small proportion of our staff are currently aged 50 or over (4348%).
- The role of these colleagues is varied and includes teaching assistants, admin and house-keeping staff, a teacher, housekeeping and lunchtime supervisor assistants.

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Disability

- In June 2019April-2012 we have a small minority of children with disabilities.
- In June 2019April-2012 we have 2244% of children who are SENd.
- In June 2019April-2012 we have a very small minority 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. This poses particular challenges for physical access. We have undertaken work to improve access and whilst develop aing the new office area of school. Flat access is now available to the top and bottom corridors. Flat access is now available on entry to all classrooms. Additional ramps are available where required and requested.

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- We take a flexible approach towards making adjustments to support our disabled staff, ~~and~~ pupils and visitors.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively e.g through posters, visitors and anti-bullying week.
- Actions and adjustments are made to enable all pupils to participate in all planned activities both within the school setting and upon school visits within the wider community.

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

- 5.22% of our pupils are from a BME background.
- 2.29% of our pupils have English as an Additional Language (EAL).
- We have a very small proportion of Eastern European pupils.
- We have ~~had an~~ identified issues around our BME pupil population. These include are based around communication to help families settling into school, attendance, ~~and the local community~~.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- I colleague is BME and includes ~~both teaching and~~ support staff.
- The curriculum includes es a range of activities and events to promote cultural awareness and which adds a global dimension. We involve parents in such e.g. Chinese New Year, language of the half term (display).
- All our Governors are white British.

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Religion or belief

- We have frequent activity around religious observance which is mainly Christian based. We accommodate and provide for children and staff of other faiths. The children make visits to different places of worship.
- An area of school is available for quiet reflection and prayer.

Gender

- Our staffing profile is almost exclusively female. This profile is consistent with staffing profiles in our sector. Our governing body is more gender representative but the number of females still exceeds males.

- 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.

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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.

Cohesion

- As a school we ~~have used~~ 'SEA Jigsaw' ~~L~~ as an approach to tackle bullying alongside our annual 'Anti-bullying week', ~~and planned assemblies. We and~~ ~~to~~ enable pupils to recognise and manage their own and other pupils' emotions and feelings.
- We have various events in school to celebrate diversity and to encourage interaction.
- We have a ~~a~~ Global Awareness ~~co-ordinator whose role it is to monitor planning and support staff with ideas to develop understanding and knowledge through activity and discussion for both staff and pupils~~ Week.
- We have developed links with older members of our local community, in terms of visiting their contexts (eg. Christmas Choir Concerts ~~and a nurture~~ 'friends' group in local residential homes). We have ~~wide ranging parental involvement through out~~ in school life.
- The school embeds local facilities and resources (eg. ~~local~~ churches, Stocksbridge Library) in its curriculum, and is developing a shared resource to enable development of such usage outside of school with parent/carer support.
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work for children in The Gambia.

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, quiet girls, term of birth, FSM, ~~boys engaging~~ and SENd) and develop action points for the school accordingly.
- We have a well-developed nurture/pastoral capacity for pupils with additional needs in the form of The Den ~~and Nurture group~~.

