



## Stannington Infant School Equality Statement

### Stannington Infant School Vision:

- ☰ **To encourage a caring and positive attitude amongst the children towards all others and their environment.**
- ☰ **To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.**
- ☰ **To provide an inclusive, safe, secure, healthy and happy environment**

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.

### Introduction

Stannington 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

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. The head teacher will demonstrate through personal leadership the importance of this policy. This will ensure that all staff are aware of this policy and understand their roles and responsibilities in relation to the policy. The head teacher will assess and monitor the impact of this policy through developing an action plan. The Governing body will take responsibility for monitoring this policy and obtaining regular reports on progress in relation to the agreed action plan.

### **Staff**

All staff will familiarise themselves with this policy and know what their responsibilities and duties are.

### **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; as part of the school's Staff Handbook; 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 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 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 80% of our staff are currently aged under 50, and 20% over 50.
- The role of these colleagues is varied.

#### **Disability**

- In Sept 2021 we have a 0% of children with disabilities.

- In Sept 2021 we have 6% of children who are registered on the SEN support plan. 2% have an EHC plan
- In Sept 2021 we have 3% 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. (staffroom & toilet) This poses particular challenges for physical access. We have undertaken work to improve disabled toilet facilities.
- We take a flexible approach towards making adjustments to support our disabled staff & pupils
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively e.g through posters, visitors.

### **Gender Reassignment**

- The school does not have any data in relation to gender reassignment for pupils within school.
- 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**

- 9.5% of our pupils are from a BME background. (data from ASP)
- 2% of our pupils have English as an Additional Language (data from ASP)
- 3% of our staff are from BME background.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- The curriculum includes 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, visiting a mosque
- At present all Governors are white British

### **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.

### **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.
- 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.
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## Cohesion

- As a school we use Jigsaw scheme of work as an approach for PSHE and behaviour / bullying, and to enable all 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 an Arts week and anti bullying week. We develop Global Awareness through assemblies and other focus days eg Eco School.
- We have developed links with older members of our local community, in terms of visiting their contexts (eg. Christmas Concert in school for elderly). We have parent involvement in school life.
- The school embeds local facilities and resources (eg.local churches, Library) in its curriculum.
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work through Shelter box and Literacy box / Water aid

## Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, term of birth, FSM, Pupil Premium and SEN) and develop action points for the school accordingly.
- We have a well-developed nurture/pastoral capacity for pupils with additional needs.

## Annex 2

### Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Ongoing analysis of attainment and progress	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> </ul>	Half termly analysis of pupil data Termly Pupil Progress Meetings involving relevant staff	HT DHT	Improved assessment for learning systems within school
Continue analysis of vulnerable groups by identifying and planning provision for vulnerable groups	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Identified Pupils</li> </ul>	Half termly analysis of identified pupil data Identification of potential issues with regard to vulnerable groupings Identification of provision for vulnerable groupings upon planning	HT DHT Inclusion co-ord	Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings
Support and tailored provision for pupils displaying complex needs	<ul style="list-style-type: none"> <li>• Identified Pupils</li> </ul>	Identification of pupils requiring additional support Provision of nurture group in order to meet the needs of identified pupils	HT/ Inclusion co-ord	Focussed nurture capacity within 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"> <li>Identified Pupils</li> </ul>	Increase understanding of intervention waves Identify and record interventions at Wave 2 & 3 (through SEN support plan )	Inclusion co-ord	Coherent overview of provision within the school
Maintaining and improving monitoring arrangements for bullying incidents	<ul style="list-style-type: none"> <li>Pupils</li> </ul>	Maintain recording mechanisms for the monitoring of incident of bullying Maintain termly report of incidents to governing body	HT	On-going identification and recording of bullying incidents, in order to monitor appropriately
Pupil voice	<ul style="list-style-type: none"> <li>Pupils</li> </ul>	School council & class council 'worry boxes' Job Squad	HT School council lead	Maintain and further develop mechanisms to enable pupil voice
Governor Representation and Development	<ul style="list-style-type: none"> <li>Governors</li> <li>Staff</li> <li>Pupils</li> </ul>	Identify annual development session Maintain strategic policy, and link Governors	HT Chair	Promote involvement and engagement of governing body