



**Norton Free Church of England
Primary School**

EQUALITY STATEMENT

November 2013



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.

Signature:

Headteacher.....

Date.....

Signature:

Chair of Governors.....

Date.....

Introduction

Norton Free C. of E. 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 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. However, the Governors and Senior Leadership Team aim to show by example and through our policies that these are important underpinning principles in the life of the school.

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 and upon the school's website

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms, i.e. 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 44.4% of our teaching staff are currently aged 45 or over (i.e. 4 out of 9). Given this age profile, we will continue to monitor succession planning for our school.

Disability

- In November 2013 we have a small number of children with a range of disabilities.
- In November 2013 we have 17% of children who are SEN (i.e. 36 out of 210, at SA, SA+ or have a Statement).
- In November 2013 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 whilst the building is single storey and has a disabled toilet, the restrictive size of both the classrooms and corridors demands careful wheelchair management. Despite this, we would make every reasonable adaption to our building to accommodate disabled children and staff.
- 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

- 3% of our pupils are from a BME background.
- 0% of our pupils 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.
- 3.2% of our staff is BME
- 7% of our governors including the Chair of Governors are BME.

Religion or belief

- We have frequent activity around religious observance. The children visit St James' Church each half term and participate in 6 church services during the year. Visits to other religions' places of worship are currently being explored with the intention of introducing and then embedding such experiences into the curriculum.

Gender

- Our staffing profile is almost exclusively female, with a male KS2 teacher and Buildings' Supervisor. This profile is consistent with staffing profiles in our sector.
- Our Governing Body is more gender representative, with a male 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

- 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 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 (e.g. Black History month) and to encourage interaction.
- We have numerous fundraising links including the Archer Project, British Legion Poppy Appeal and the British Heart Foundation, as well as supporting events such as Children in Need, Sports Relief and Comic Relief.
- Links with older members of the community include inviting individuals to share their life experiences (e.g. during WW2) as well as encouraging them to hear the children read, as volunteers. The Year 2 class also visits the local 'Over 55s Club' each term.
- In addition to Structured Conversations and Parent Consultation Evenings, parents are invited into school to attend the weekly Celebration Assembly. They are also invited to open mornings,

allowing them to work alongside their children, in the classroom. Additionally, events such as the 'World of Work Fortnight', in which parents talk to the children about their work, encourage their active participation.

- The school embeds local facilities and resources (e.g. Weston Park Museum, Kelham Island Industrial Museum and Magna Science Adventure Centre) in its curriculum. Children in both Key Stages also make use of the 'Classroom for the Future' at nearby Mossbrook Special School. In addition, Upper KS2 has developed links with Sheffield University, visiting laboratories, using a mass spectrometer, and attending Christmas lectures.
- In addition to local links and activities, we have developed international links and fundraising, through work with a school in Kenya. Such work is fully supported by the Governing Body, which is funding the Deputy Headteacher's visit to this school in February, 2014.

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, FSM, G&T and SEN) and develop action points for the school accordingly.
- We have a well-developed nurture/pastoral capacity for pupils with more complex/emotional need including tailored Nurture Group provision.

Annex 2

Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
On-going analysis of attainment and progress	Staff Pupils	Termly analysis of pupil data Termly Pupil Progress Meetings involving relevant staff	HT	Improved assessment for learning systems within school
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	Staff Identified Pupils	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 SENCO	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	Identified Pupils	Identification of pupils requiring additional support Establishment of nurture group in order to meet the needs of identified pupils	HT SENCO	Improved nurture capacity with the school, enabling pupils with more complex needs to engage productively
Mapping and analysing interventions for vulnerable groups, including those receiving Pupil Premium.	Identified Pupils	Increase understanding of intervention waves Identify and record interventions at Wave 2 & 3 (through IEP) Including One to One Tuition.	HT SENCO	Develop greater coherence and an improved overview of provision within the school
Narrow the Gap between the most vulnerable 20% and the rest of the cohort	Staff	Half termly tracking Structured Conversations for targeted pupils	HT	Gap between lowest 20% and the rest of the cohort has narrowed by the end of the year.
Maintaining and improving monitoring arrangements for bullying incidents	Pupils	Maintain recording mechanisms for the monitoring of incident of bullying Maintain termly report of incidents to governing body	HT DHT	On-going identification and recording of bullying incidents, in order to monitor appropriately
Pupil voice	Pupils	Maintain developments with regard to School Council, Eco Council and Circle Times; ongoing Nurture groups	HT	Maintain and further develop mechanisms to enable pupil voice
Governor Representation and Development	Governors Staff Pupils	Identify annual development session Maintain strategic policy.	HT Chair	Promote involvement and engagement of Governing Body.