



Anns Grove Primary School

Equality Statement

November 2019

This policy will be reviewed annually

Introduction

Anns Grove 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's provisions cover all aspects of school life such as the treatment of:

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

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 act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment.

The protected characteristics are:

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

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, and victimisation and by failing to make a reasonable adjustment for a disabled person. This Equality Statement provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

The Act requires public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties: The Public Sector Equality Duty or general duty requires all public organisations to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between different groups Two 'specific duties.'

This requires all public organisations to:

- Publish information to show compliance with the Equality Duty
- Publish equality objectives at least every four years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and other stakeholders about our approach to promoting equality. Our Equality Statement is based on the core principles that its effectiveness will be determined by:

- Active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- Proactive leadership
- Prioritising activities that produce specific, tangible improved outcomes
- Removal of attitudinal and cultural barriers.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence and one of our core principles that 'no child is left behind'. Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled , whatever their ethnicity, gender and gender identity, religious/non-religious affiliation and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all stakeholders.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure all policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion and continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve their highest potential.
7. We work to raise standards for all pupils, but especially for those most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Although this policy is a key document for information about our approach to equalities, there are also references in other key school policies.

What are we doing to eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services
- We are aware of the Reasonable Adjustment Duty (see LA Reasonable Adjustment Guidance) for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their peers.
- The Headteacher ensures all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion and training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Addressing prejudice The school challenges all forms of prejudice which stands in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudice around race, religion or belief
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes We keep a record of different prejudice-related incidents and bullying and provide a report to Governors each term.

What are we doing to advance equality of opportunity between different groups?

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents/carers, to identify children who have a disability through admission meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close gaps for those making slow progress in acquiring age-appropriate literacy and numeracy skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups

- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of under-achieving
- We are alert and proactive about the potentially damaging impact of negative language in matters of race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We also have an Accessibility Plan attached to this policy to increase the extent to which all stakeholders can participate fully in the life of the school

What are we doing to foster good relations?

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils
- We teach about difference and diversity and the impact of stereo-typing, prejudice and discrimination through PHSE and citizenship and across the curriculum
- We use materials and resources that reflect the diversity of our school in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
 - Have a rolling programme for reviewing all our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils
 - Review relevant feedback from annual parent/carers questionnaires, parents' evening and Governors' consultation meetings
 - Review feedback and responses from the children and groups of children (School Council PHSE lessons, children's attitude surveys and interviews)

- Analyse issues raised by Annual Reviews, SEN Support Plans etc

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitments to promoting equalities and meeting the requirements of the Equality Act. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and for taking appropriate action in any cases of unlawful discrimination. All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom and around school
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice related incidents which may occur
- Plan and deliver lessons that reflect the school's principles in providing materials that give positive images
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their classes through differentiated planning and teaching
- Keep up-to-date with equalities legislation relevant to their work

All visitors to the school, including parents/carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the following:

- The implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- Wherever possible, the staffing of the school reflects the diversity of the community
- We strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce

- We respect the religious beliefs and practice of all staff, pupils and parents/carers and comply with reasonable requests relating to religious observance and practice
- We ensure that all staff, including support and administrative staff receive appropriate training and professional development as individuals, groups or teams

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 already in school 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

- Our workforce profiling data highlights that a relatively high proportion of our staff are currently aged 40 and over (61%), 36% are aged 50+ and 8% are aged 60+.
- Given the age profile of our workforce, as a school we view succession planning as a priority

Disability

In November 2019 we have a small number of children with a range of disabilities, 11% of children with SEND and a small number of staff and parents/carers who have declared a disability. We are mindful that both of these groups can be reluctant to declare a disability. Our school building is well adapted to cater to the needs of parents/pupils and staff and provides a lift and ramp access to the site. We take a flexible approach to making adjustments to support disabled staff, parents/carers, pupils and visitors.

Our curriculum includes activities to increase pupils' awareness of disability issues and to promote disability issues positively. On admission into school we ask if children and/or parents/carers need any special access arrangements when in school

Gender Reassignment / Marriage and Civil Partnership / Pregnancy and Maternity - All our policies and procedures are based on the model policies of Sheffield City Council

Race

43% of our pupils are from a BME background

35% of our pupils have English as an additional language (EAL). We are increasingly identifying EAL provision within the curriculum

We have identified issues around our BME population. These include settling into school, communication with parents, attainment and mobility. We carefully analyse pupil achievement with regard to BME groupings and develop action points for school accordingly.

10% of all our staff are BME. We are mindful of this during any recruitment processes.

The curriculum includes links to the global curriculum and a range of activities involving parents/carers and international events within the school such as themed weeks, the teaching of French to all KS2 pupils and cooking.

Religion or Belief

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

Our staffing profile is predominantly female. However, we have a larger than average percentage of male staff. Our Governing Body has almost equal representation of males and females

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 our policies and procedures are based on the model policies of Sheffield City Council. Any member of staff or the Governing Body or a pupil would be supported accordingly.

Cohesion

As a school we used PHSE, Circle Times and assemblies to tackle bullying 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 themed days with an international dimension to celebrate and value other cultures

We have links with other schools in Sheffield in order to expose pupils to different cultures and geographical contexts .

We have developed links with older members of our local community, both in terms of inviting them to school events and in terms of visiting them

The school has well-developed links with local businesses and shops

The school uses local facilities and resources in its curriculum

In addition to local links, we have developed international links and fund raising, for example charitable work around Comic Relief and St Lukes Hospice

The Governing Body seeks ways to make better links with all sections of our school and local community.

Inclusion

We carefully analyse pupil achievement with regard to the number of different vulnerable groupings within the school (gender, BME, EAL, FSM, SEND, LAC, post adopted etc) and develop action points for the school accordingly

We have well-developed nurture/pastoral capacity for pupils with more complex/emotional needs using the skills of our Learning Mentor

Equalities Action Plan

Equalities Action Plan					
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Actions	Timescale	Responsibility	Outcomes/ Success Criteria	Monitoring By
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Raise awareness of Statement in PDMs & Staff Induction	Termly	Governors HT SLT	All staff are aware of the Equality Statement & Action Plan and have an awareness of their responsibilities	Governors HT SLT
	Publish on website	annually	HT	All stakeholders are aware of the Statement & Plan	Governors committee
Ensuring Equality of Opportunity & Participation					
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	School aware of access needs of children, staff, parents/carers through induction and admission procedures	ongoing	SLT	Access needs met of all attending, working and visiting school	Governors committee
R=Race, D=Disability	Review signage systems around school Train staff in the use of Communicate in Print	ongoing	SLT SENDCO	Signage & visual timetables will support children to access learning and aid movement around school	Governors HT SLT
R=Race CC=Community Cohesion	Provide translation for parents meetings, annual reviews etc where needed	ongoing	SLT SENDCO LM	All parents/carers aware of individual learning and social needs of their child	Governors committee
R=Race, D=Disability, G=Gender	Act on any trends in the data that require additional support for pupils	Half termly	SLT	Monitor and analyse pupil achievement by race, gender & disability	HT report to governors

R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Ensure all pupils are given the opportunity to make a positive contribution via School Council, playground Leaders, Monitors, performances, sports teams etc	ongoing	Class teachers	Ensure that a diverse range of pupils are making a positive contribution to the life of the school	SLT
D=Disability	Ensure the school building removes all barriers to accessibility for disabled learners, staff and parents/carers	ongoing	Buildings Supervisor	Physical access needs of all attending, working and visiting school will be met where possible	HT Governors
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Provide opportunities for all pupils to take part in extended school activities	ongoing	All staff	Participation in extended school activities reflects the diversity of the school population	HT reports to governors
Promoting Positive Attitudes & Meeting Needs					
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Displays within classrooms and communal areas will reflect diversity	ongoing	All staff	Diversity is promoted across the school	SLT
R=Race, G=Gender, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Celebrate cultural events throughout the year. Eg Eid, Diwali, Chinese New Year, Christmas, Black history month	ongoing	All staff SLT	Continue to increase pupils awareness of different communities	HT reports to governors
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Continue replenishing library & phase resources with high quality books addressing the range of issues	ongoing	All staff SLT	Resources reflect all aspects of the community	HT reports to governors
Eliminating Discrimination & Harassment					
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age,	PDMs to raise awareness	Termly	SLT	All staff are aware of procedures to report racist/homophobic	HT reports to governors

R/B=Religion/Belief, CC=Community Cohesion	and remind staff of duties to eliminate discrimination & harassment			bullying incidents	
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Displays around school promote school's values	ongoing	All staff	Develop our community's awareness of individual rights & responsibilities	Learning Walks
R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion	Raise awareness of procedures in Staff Induction & admissions Publish on website,	Updated annually	HT	School's procedures for dealing with bullying & harassment are clear and known by all stakeholders	HT reports to governors