

Lydgate Junior School

Equality Statement



Article 2: 'Every child has the right to be treated equally and with respect'

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 a 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.

The Equality Act 2010 simplified and strengthened anti-discrimination laws by having a single Equality Act.

The Equality Act 2010 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 Act makes it unlawful to treat someone differently either through direct and indirect discrimination, harassment and victimisation or by failing to make a reasonable adjustment for a disabled person.

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 between people who share a protected characteristic and people who do not share it

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.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are reminded of their responsibilities under the Act, for example during meetings, when planning new activities or when implementing interventions.

How we will meet the General Duty and Specific Duty

We are required to meet the three aims under the General Duty and our approach to gathering information and objectives is set out at Annex 1 and 2.

Leadership

All staff and Governors at the school are responsible for ensuring that the school meets its duties under the Equality Act 2010.

The Headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report to Governors.

Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of pupils or staff.

Fostering good relations

The school works to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting respect, rights, tolerance, friendship and understanding through different aspects of our curriculum. This includes teaching in RRS, RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. We will also invite external speakers to contribute.
- Encouraging and implementing initiatives to deal with any tensions between different groups of pupils within the school.
- Encouraging all pupils to participate in the school's activities, such as sports clubs.
- Work with parents to promote knowledge and understanding of different cultures.

Training

We will provide relevant diversity and equality training for staff and Governors.

Procurement and Contractors

We will ensure that all contractors working at the school have a copy of and take steps to 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 Share System; and on the school's website.

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms to the Governing Board of the school, or one of its Committees, as appropriate.

Reviewing and Revising the Equality Statement

We will review and revise this Statement no later than four years from initial publication and any subsequent review.

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.

Evidence of current position

Our equality evidence highlights the following points:

Age

- Our workforce data highlights that a relatively high proportion of our staff (at 1 January 2019) are aged 50 or over (50%)
- Though this suggests we may face a significant workforce turnover in coming years we do not find problems recruiting and retaining high quality staff to any posts that come vacant
- Optional extra activities for pupils are distributed across the year groups
- Access to play spaces is shared across year groups ensuring equal opportunity to access.

Disability

As of December 2018 we have:

- 4 children with a range of disabilities
- 9% of children who are recorded as having SEN/D
- 0 staff with a declared disability. No candidate for employment in the last 12 months has required a 'guaranteed interview' due to disability.
- We take a flexible approach towards making adjustments to support our disabled staff and children
- 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.

Partnership status is not a relevant part of any appointment, appraisal or promotion process.

Pregnancy and maternity / paternity / adoption Leave of Absence

All of our policies and procedures are based on the model policies of Sheffield City Council.

Race

- 27% of our pupils are from a notified BME background
- 16% of our pupils have English as an Additional Language (EAL). We make support provision for all children who have not acquired essential core English skills

- We carefully analyse pupil achievement with regard to BME groupings, and develop action points accordingly
- In 2018, KS2 data showed that both EAL and BME groups made similar progress in reading, and more progress in writing and maths than their comparison groups
- Only in reading at the expected standard did EAL pupils score lower than their comparison group nationally. Our BME pupils performed better than the national comparison group on all measures
- 0.63% of our staff is BME, but these staff are all support staff (not teachers)
- No racist incidents (of pupil misbehaviour) were recorded and subsequently reported to Governors in the last 12 months.

Religion or belief

- We run many activities around religious observance, with the children learning about the major world religions in RE.
- Collective Worship is held every week, in accordance with SACRE guidelines.
- RRS work promotes respect for people of all and no specific faith.
- Collective Worship and Assemblies are led at times by presenters from local faith groups.
- Leave of Absence Policy allows for annual absence for Religious Observance (up to a set period each year).
- Dietary needs for faith-based reasons are considered in school meal provision, and in our own curricular activities.

Gender

- Our staffing profile is almost entirely female: 24 out of 25 teachers, 14 out of 16 teaching assistants, 5 out of 5 administration staff, 2 out of 3 premises staff, 12 out of 14 lunchtime staff
- All vacancy adverts contain an equality statement. All appointment procedures include application equal opportunities monitoring but individual protected characteristics are not part of the process – the monitoring information is withheld from the appointing panel. We appoint on the basis of merit
- Our Governing Board is gender balanced
- Where possible and practical, flexible working is accommodated, and we have developed policies and procedures to support this process
- The large majority of staff work part-time, with school accommodating and managing a wide range of shift arrangements
- KS2 data shows that girls in our school lead boys in most measures (in 2018 boys only led in maths at greater depth)
- We carefully analyse pupil achievement with regard to gender, and develop action points accordingly
- We carefully evaluate and analyse all our activities to provide appeal and inclusion, both for activities during and outside the school day.

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 the 'Rights Respecting School' approach to tackle bullying, and to enable pupils to recognise others' rights and self-regulate their own emotions, feelings and actions
- We have events in school to celebrate diversity and to encourage engagement
- We have developed links with older members of our local community
- The school embeds local facilities and resources (e.g. Kelham Island, Weston Park Museum) in its curriculum
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work around an Indian village (Goodwill).

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, PPG and SEN) and develop actions accordingly
- We have established good relationships with parents / carers of pupils with SEND / complex needs
- We have a well-developed pastoral capacity for pupils with more complex / emotional needs in the form of our Friendship Room provision.

January 2019

Annex 2: Equalities Objectives and Action Plan

| Objective | Who may be affected | Actions | Lead | Intended Outcome |
|--|--|--|---------------------------|--|
| Improving physical access for our staff and pupils | Staff Pupils Other site visitors | <ul style="list-style-type: none"> Review potential access developments within AMP Review and maintain existing improvements Implement actions recommended by VI team | HT BO | Improved physical access arrangements for staff and pupils |
| Ongoing analysis of attainment and progress | Pupils | <ul style="list-style-type: none"> Termly analysis of pupil data Termly Pupil Progress Meetings involving relevant staff Movement of resources as appropriate | HT DHT Year Leaders | Improved rate of progress in learning No-one 'falling behind' |
| Improving analysis of data by identifying and planning provision for vulnerable groups | Identified Pupils | <ul style="list-style-type: none"> Termly analysis of identified pupils' data Identification of potential issues with regard to vulnerable groupings Identification of provision for vulnerable groupings | HT Year Group Teams | Identification and resolution of issues which may impact upon the learning of vulnerable pupils |
| Support and tailored provision for pupils displaying complex emotional needs | Identified Pupils | <ul style="list-style-type: none"> Identification of pupils requiring additional support Further developing the Hub & Friendship Room system in order to meet the needs of identified pupils | HT SENCo DHT TAs | Improved pastoral capacity with the school, enabling pupils with more complex needs to engage productively |
| Maintaining and improving monitoring and analysis arrangements for behaviour incidents | Pupils | <ul style="list-style-type: none"> Maintain recording mechanisms for the monitoring of incident of poor behaviour and bullying Maintain regular report of incidents to Governing Board | HT | On-going identification and recording of incidents, in order to monitor appropriately |
| Pupil Voice | Pupils | <ul style="list-style-type: none"> Maintain developments with regard to School Council | DHT AWa | Maintain and further develop mechanisms to enable pupil voice |
| Accessing out of hours activities | Pupils | <ul style="list-style-type: none"> Plan some lunchtime activities and target non-engaged pupils | CW (PE lead) | Widening engagement in physical activity |
| These Girls Can | Pupils | <ul style="list-style-type: none"> Survey pupil response to | HT CW | More girls using |

| | | | | |
|----------------------|-----------------|---|--------------------------------------|--|
| | | <p>gender imbalance of play facilities</p> <ul style="list-style-type: none"> • Consider actions as appropriate to redress current balance | (PE lead) AWa (school council) | active play facilities |
| In for assembly lead | Pupils Staff | <ul style="list-style-type: none"> • Opening opportunities for non-Christian faiths to be leading worship activities | DHT | Some Non-Christian leads present each year |