

HOLT HOUSE AND CARTERKNOWLE SCHOOLS FEDERATION EQUALITY STATEMENT



Introduction

Our Equality Statement sets out our approach to meeting the general and specific requirements of the Public Sector Equality Duty for our school as outlined by the Equality Act 2010.

Signature:

Headteacher..... Date.....

Signature:

Chair of Governors..... Date.....



HOLT HOUSE AND CARTERKNOWLE SCHOOLS FEDERATION EQUALITY STATEMENT

Introduction

This Equality Statement has been developed 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.

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 repeat this annually.
- 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 the school meets its duties under the Equality Act 2010.

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 in our parents' information, as part of the staff handbook and on the school website.

Reporting our progress

We will use report progress against the Duty through our regular reporting mechanisms to the Governors Community Cohesion Committee.

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 ie information and objectives set out in Annex 1 and 2.

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

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 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:

Disability

- There are a small number of children with Education, Health and Care Plans (EHCPs) and a few with sensory impairment, communication needs or learning difficulties in the federation. The schools work closely with outside agencies to put the appropriate provision and strategies in place for these children.
- We provide part-time education for a child with an EHCP in partnership with the child's parents and carers in order that the child's significant needs may be met.
- Through the work of the SENCos it is apparent that a minority of children have delayed development of their gross motor skills. The infant school has invested heavily in outdoor education, large play equipment and wheeled toys. As a result the development of gross motor skills is provided for as part of the school's universal offer.
- There is a high level of understanding of disability bullying and any such instances are recorded and dealt with swiftly.
- Where needed access arrangements have been made for children with physical impairments e.g. a slope to the Carterknowle field.
- Some staff require adjustments to be made for them, such as avoiding lifting.

Gender Reassignment

- Where it is indicated to the school(s) that a child wishes to identify as a gender different to their assigned gender at birth, this is respected and adjustments are made. Staff refer to the child by their identified gender.
- Children's questions about gender reassignment are answered factually and sensitively by staff.

Marriage and civil partnership

- Children are taught to recognise and respect all forms of marriage and civil partnership. The British value of tolerance and respect is paramount.
- Children whose parents have different forms of marriage and partnership are supported in school with adjustments made to the curriculum as necessary eg the making of mother's day and father's day cards.

Pregnancy and Maternity

- All staff have the right to maternity/paternity leave if they have a child.
- No one is discriminated against for taking maternity/paternity leave.
- Maternity risk assessments are put in place to support pregnant staff.

- Requests for changes to contracted hours/flexible working arrangements are accommodated.

Race

- Holt House and Carterknowle Schools Federation is an ethnically diverse school with a significant number of pupils having English as an Additional Language (EAL).
- The achievement of ethnic groups in school is analysed carefully, any gaps are identified and actions are put in place to address them.
- Equality of opportunity for different ethnic groups is rigorously monitored with the results fed back to staff.
- Citizenship at a local, national and global level is one of the two core drivers of the curriculum
- Children study different countries as part of the wider curriculum e.g. Pakistan in Y2 and South America in Y5.

Religion or Belief

- We fulfil the statutory duty to deliver a broadly Christian Act of worship every day, taking into account the different religions of the children and being sensitive to them.
- We support the observances of different religions and follow the Sheffield policy for time off for religious observance for both staff and children
- We deliver the locally agreed syllabus for Religious Education which may involve visits to different places of worship and visits to school from different religious leaders in our community.
- Through the school year we celebrate a range of religious and cultural festivals and occasions.
- Children go on a variety of trips to places of worship e.g. Y1 visit a church and Y6 a synagogue.

Sex/Gender

- The overwhelming majority of staff are female in the infant school; it is more balanced in the junior school. Ways to address this through recruitment are limited in a primary setting but we take the opportunities there are to appoint high quality male staff, use male staff for temporary cover or for the delivery of after school activities.
- Pupil achievement with regard to gender is carefully analysed, any gaps are identified and actions are put in place to address them.

Sexual Orientation

- Homophobic bullying is not tolerated; any incidents that occur are tracked carefully, swiftly addressed and reported to governors.
- Children are taught about sexual orientation in the context of the different types of civil partnership that are allowed (as above).
- If a child should indicate that they are confused about their sexual orientation, then appropriate support would be put in place.
- Children's questions about sexual orientation are answered factually and sensitively by staff.

Community Cohesion

- School organises a variety of events through the year. These are planned carefully so that they as many families as possible can access them.
- PSHE is taught every week.

- Y2 children are trained to be playground leaders and Y6 are trained to be peer mediators to support all children in having happy playtimes
- There is a buddy programme for Y2/3 transition
- We work in partnership with other services, eg LINKs school sports partnership and Sheffield Music Hub, to improve opportunities for all children to have happy, healthy lifestyles.
- The school works with all its stakeholders to address issues of community concern e.g. air pollution.
- Trips and visits are carefully planned to fit in with our curriculum so that children have relevant contexts for their learning
- School compensates for children who may miss out on learning experiences that are often provided by families eg Holt House provides swimming lessons for Y2 pupils; Carterknowle residential trips have a non-residential element so that no one is left out.
- We gather feedback from the whole school community through surveys and questionnaires and have a feedback page on our website.
- We support members of our school community in their work to help others e.g. raising money for Re Surge Africa.

Annex 2

Equalities Objectives and Action Plan

| Objective | Who is affected | Actions | Lead | Outcome |
|--|--|--|-----------------------|---|
| To analyse attainment and progress | <ul style="list-style-type: none"> • Staff • pupils | <ul style="list-style-type: none"> • Termly analysis of pupil data • Pupil progress meetings • Annual analysis of ASP/IDSR | HT | School Development actions to address any gaps |
| To ensure that children's individual needs are met. | Vulnerable groups and individuals eg <ul style="list-style-type: none"> • Disadvantaged children • Children with SEN • Pupils with Additional Needs | <ul style="list-style-type: none"> • Provide personalised provision where needed • Ensure children's medical needs are met • Ensure resources are provided where necessary eg radio hearing aid, ipad, slope. | SLT SENCO | Individual barriers to learning are identified and are overcome. |
| Improve gross motor skill development in the EYFS & KS1. | <ul style="list-style-type: none"> • EYFS & KS1 staff and children | <ul style="list-style-type: none"> • Identify pupils with gross motor skill development delay | EYFS lead SENCO | Plan appropriate activities (large mark making, tricycles, use of outdoor area etc) |
| Monitor equality of opportunity throughout school. | <ul style="list-style-type: none"> • Staff • Pupils | <ul style="list-style-type: none"> • Ensure everyone has an opportunity to contribute equally in class • Use targeted questioning instead of 'hands up' as far as possible • Analyse records of achievement (EYFS) • Monitor awards (KS1 & KS2) • Check which children are chosen for events (all children) | HT | Feedback results to staff |
| Improve community cohesion at school events. | <ul style="list-style-type: none"> • families | <ul style="list-style-type: none"> • Ensure school events happen at a time when maximum numbers of people can attend • Encourage attendance at school events • Analyse take up of school events | HT | Review events in the light of participation rates and feedback. |

| Objective | Who is affected | Actions | Lead | Outcome |
|--|---|---|--------------------|--|
| | | <ul style="list-style-type: none"> Ask for feedback at school events | | |
| To continue with Wave 2 and 3 provision. | <ul style="list-style-type: none"> Underachieving children Children with SEND | <ul style="list-style-type: none"> Identify individual children's needs Plan and deliver appropriate intervention programmes and strategies. Monitor and evaluate impact | SENCO | Progress accelerates for under achieving children. SEND children make good progress in relation to their starting points and capabilities. |
| To deliver RSE in accordance with statutory guidance. | <ul style="list-style-type: none"> All children | <ul style="list-style-type: none"> Purchase of high quality resources Staff training 2 x parent consultations Support of governors | HT PSHE lead | Any parental anxiety decreases; all children participate. Strong, unanimous support of governors. |
| To raise awareness of different races and cultures. | <ul style="list-style-type: none"> All children | <ul style="list-style-type: none"> Introduce children to a variety of writers, thinkers, artists and musicians. | Curriculum lead | Cultural capital is built. |
| To teach children to respect and value people of all ages. | <ul style="list-style-type: none"> All children | <ul style="list-style-type: none"> Curriculum opportunities to find out about the achievements and experiences of people of all ages. | Curriculum lead | Increased tolerance, respect and understanding of people from different age groups. |