

# 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 the prospectus, 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.

### **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.

# 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

- In Sept 2016 there are two children with statements of special educational needs and a small number 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 flexi education for two children in partnership with their parents and carers in order that their significant needs may be better met.
- Through the work of the Inclusion Manager (SENCo) 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 over the past four years. As a result the development of gross motor skills is provided for as part of the school's universal offer.
- Some staff require adjustments to be made for them, such as avoiding lifting.

### Gender Reassignment

- We follow Sheffield City Council's policy. No-one is currently known to the school as having undergone gender reassignment.

### Marriage and civil partnership

- We follow Sheffield City Council's policy.

### Pregnancy and Maternity

- We follow Sheffield City Council's policies and make adjustments for pregnant staff as needed.

### 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).

- We work closely with the EAL and New Arrivals Service to develop the right provision and strategies for EAL and BME pupils.
- The achievement of all ethnic groups in school is analysed carefully, any gaps are identified and actions are put in place to address them.
- It is an issue for the school that the governing body does not reflect the school's ethnic diversity in its make up. We are addressing this through governor recruitment.
- Equality of opportunity for different ethnic groups is rigorously monitored with the results fed back to staff.
- Through the school year we celebrate a range of religious and cultural festivals and occasions.

### **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.

### **Sex/Gender**

- The overwhelming majority of staff are female. 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**

- We follow Sheffield City Council's policy.

### **Community Cohesion**

- School organises a variety of events through the year. These are planned carefully so that they can be accessed by all families (eg times when we know children are attending mosque are avoided).
- Bilingual support is provided for BME families, where needed.
- The Social and Emotional Aspects of Learning are taught every week.
- Y2 children are trained to be playground friends and Y6 are trained to be peer mediators to support all children in having happy playtimes
- We work in partnership with other services, eg LINKs school sports partnership and Sheffield Music Hub, to improve opportunity for all children to have happy, healthy lifestyles.

- 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, often for cultural reasons, 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

## 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>	<ul style="list-style-type: none"> <li>• Termly analysis of pupil data</li> <li>• Pupil progress meetings</li> <li>• Annual analysis of RAISEonline</li> </ul>	HT	In school differences narrow.
Ensure that children's individual needs are met	<ul style="list-style-type: none"> <li>• Disadvantaged children</li> <li>• Children with SEN</li> <li>• Pupils with Additional Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide personalised provision where needed</li> <li>• Ensure children's medical needs are met</li> <li>• Ensure resources are provided where necessary eg radio hearing aid, hand pedalled tricycle.</li> </ul>	SLT SENCO	Individual barriers to learning are identified and are overcome, children make good progress.
Improve gross motor skill development in the EYFS & KS1	<ul style="list-style-type: none"> <li>• EYFS &amp; KS1 staff and children</li> </ul>	<ul style="list-style-type: none"> <li>• Identify pupils with gross motor skill development delay</li> <li>• Plan appropriate activities (large mark making, tricycles, use of outdoor area etc)</li> </ul>	DHT	In school differences narrow between groups in physical development narrow (as measured in the EYFSP).
Monitor equality of opportunity throughout school	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure everyone has an opportunity to contribute equally in class</li> <li>• Adopt targeted questioning instead of 'hands up'</li> <li>• Analyse records of achievement (EYFS)</li> <li>• Monitor awards (KS1 &amp; KS2)</li> <li>• Check which children are chosen for events (all children)</li> </ul>	HT	Observations and evaluations show that all children have an equal core offer of time and attention from staff.
Improve community cohesion at school events	<ul style="list-style-type: none"> <li>• families</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure school events happen at a time when maximum numbers of people can attend</li> <li>• Encourage attendance at school events</li> <li>• Analyse take up of school events</li> <li>• Review events in the light of participation rates.</li> </ul>	HT	School events are attended well by a diversity of the school community.
Continue with Wave 2 and 3 provision	<ul style="list-style-type: none"> <li>• Underachieving children</li> <li>• Children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Identify individual children's needs</li> <li>• Plan and deliver appropriate intervention programmes and strategies.</li> <li>• Monitor and evaluate impact</li> </ul>	DHT	Progress accelerates for under achieving children. SEND children make good progress in relation to their starting points and capabilities.