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Equality statement and Objectives

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Southey Green Primary School Equality Statement and Objectives

Introduction

Southey Green Primary 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 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
- marriage and civil partnership
- disability
- pregnancy and maternity
- race, colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation
- gender reassignment

The Equality Act 2010 makes it unlawful to treat someone less favourably because of a protected characteristic they have, either through direct or indirect discrimination, harassment or victimisation or by failing to make a reasonable adjustment for a disabled person. Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

Statement

Southey Green School supports the anti-discrimination provisions of the Equality Act and Public Sector Equality Duty to:

- (a) Eliminate unlawful discrimination, harassment, and victimisation
- (b) Advance equality of opportunity by tackling prejudice and promote better understanding; and
- (c) Foster good relations between those who share a protected characteristic and those who do not.

The general duty is supported by specific duties, these are to:

- Publish information annually which demonstrates our compliance with the duty to have due regard for the three aims of the general duty.
- 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. Working with parents/carers and students to identify barriers and supporting the school to achieve the commitment made to tackling inequality.

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 on the school website.

Reporting our progress

We will report progress against the Duty and update annually

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 i.e. information and objectives set out in Annex 1 and 2.

Our Equality Objectives

1. To increase levels of attendance with our disadvantaged families.

Why have we chosen this objective?

We want to ensure that we are as inclusive as possible. Attendance of our SEN children and PP children is lower than others.

To achieve this objective, we plan to:

- Continue to monitor the attendance of children with SEND including PA and late. We will follow the school attendance procedures to follow up on low attendance.

- Continue to encourage attendance at breakfast and after school provision.
- Put plans in place to support removing barriers to attendance.
- Offer the support of our EWO in transitioning children from home o school.
- Ensure that the curriculum is adapted for children so that they can access their learning and be successful in their education and progress.
- Offer SEN workshops/coffee mornings to parents where they can speak with our pastoral support team and seek guidance and support.

Progress we are making towards this.

- Attendance is closely monitored by our attendance lead, with procedures in place to follow up on absence, including first day calls, EWO visits, letters home and SAPs.
- Breakfast club is advertised on the school website and social media pages. The school have recently participated in the breakfast club offering children free bagels when they attend school on time in the morning.
- Close monitoring and support of families identified as PA with EWO support.

2. Eliminate any forms of prejudice and discrimination across the school to promote inclusivity.

Why have we chosen this objective?

As a school we aim to create an inclusive environment where children feel equal and feel confident and safe.

To achieve this objective, we plan to:

- Continue to monitor our PSHCE curriculum and how this is implements across the school.
- Tackle any forms of discrimination quickly with follow-up personalised actions from any incidents reported.
- Log and report on our school recording systems (CPOMS)
- Provide training for staff so we are able to provide timely support to students who are experiencing difficulty due to their sexuality and gender.
- Promote information resources and support for parents.

Progress we are making towards this objective.

- SLT and curriculum leaders have implemented a jigsaw curriculum and assemblies and continuously work to improve and update lessons/ resources for teachers.
- Our teaching team and pastoral team work together to deal with any isolated incidents of discrimination.

3. To raise awareness and maximise the outcomes for children with a SEND need, particularly children with SEMH

Why have we chosen this objective?

We have a high number of children on the school SEND register. However, the SEMH need has increased considerably over the past 2 years, with Covid-19 contributing to this. The school want to be able to appropriately support children with the help and guidance of health professionals.

To achieve this objective, we plan to:

- Offer support of the pastoral team to support children in the classroom.
- Provide ongoing support and intervention using TFFT, Unravel and the skills and expertise of the learning mentors.
- Use additional EP time effectively
- Work with external professionals to implement strategies suggested.

Progress we are making towards this

- Learning mentor support allocated to phases to support identified children.
- Nurture intervention support implemented and progress tracking in place.
- Bought in additional EP to support with assessments of children.
- Sensory rooms implemented in school.

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.
- Explored how we engage with protected characteristics.
- Analysed our effectiveness in terms of equality.

Our equality evidence highlights:

Age

- Southey Green School is committed to a policy of equal opportunities throughout its dealings with applicants and employees. Our aim is that potential and actual employees, along with the individuals that we represent, are treated fairly on the basis of merit and ability regardless of age, disability, family responsibilities, gender, HIV status, marital status, nationality, race, religious or political views or affiliations, sexual orientation or socio-economic background.
- Our staff training programme ensures all staff have effective CPD opportunities including Schools Direct trainees and other colleagues.
- The Senior leadership views succession planning as instrumental to the success of the school. This is evident through CPD opportunities available to all.

Disability

- We have a dedicated team of teachers, TA's, leaders and Inclusion practitioners including our Inclusion lead and phase SENCO's, who ensures the diversity of children's learning needs are met.
- Our curriculum includes activities designed to increase children's awareness of disability issues, and to promote disability issues positively through our PSHCE lessons and assemblies.
- We have a small number of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.
- We have facilities to allow for staff and children with mobility, including a chair lift within one area of the school.

Gender reassignment

- All of our policies are based on advice/guidance from our HR Consultant

Marriage and civil partnership

- All of our policies are based on advice/guidance from our HR Consultant.

Pregnancy and Maternity

- All of our policies are based on advice/guidance from our HR Consultant
- At the request of pregnant staff we do remind children to move safely around school.
- Risk assessments are implemented for staff at the beginning of their pregnancy.

Race

- We have a diverse cohort of children from a variety of ethnic backgrounds.
 - We have 1 TA who oversees the assessment and moderation of children who are EAL and there is a standard assessment for all EAL children which takes place over the course of the year and is submitted. This TA is line managed by our school's inclusion lead.
 - All members of SLT and teaching staff have attainment and achievement for all children high on their agenda. There is a particular focus on vocabulary learning and the use of Makaton, Communication in Print and environmental print to support language and oracy skills.
- We carefully analyse pupil achievement with regard to different cohorts (including vulnerable groups), and develop action points for the school accordingly.
- The curriculum includes a range of activities involving international events within school.

Religion or belief

- Through the RE curriculum all students learn about world faiths. We follow the SACRE scheme using the Discovery curriculum.
- Our Religious Studies syllabus is inclusive of many faiths.
- Children have an opportunity to make visits to different places of worship where possible.
- Prayer room facilities are available to address the needs of Muslim students and there is opportunity for prayer and reflection for Christian students (as well as those of other faiths) and staff.

Gender

- Our staffing is mixed with males and females in teaching and supporting roles.
- The Senior Leadership team consists of 7 female staff and 1 male. There are a number of male adults across the school in different roles, including 5 teachers, 1 TA and 2 pastoral support.
- Our governing body is gender representative, with a female chair.
- Within our school where possible and practical we support 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, all of our policies are based on advice/guidance from our HR Consultant and any member of the school or Governing Body would be supported as necessary.
- The school records all incidents of homophobic bullying and has a robust and immediate response to all forms of bullying. These are logged onto our CPOMs system and reported to Governors on a termly basis.
- We have individual toilets and changing facilities in the building for children who identify as neither male or female.

Cohesion

- Southey Green values all members of its diverse community with our core values being Responsible for ourselves, Respectful to all and Ready to learn.
- We have various events in school to celebrate diversity and to encourage interaction.
- The school has well-developed links within the community and works collaboratively with local businesses and stakeholders.
- We use PSHE, assemblies and curriculum time as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings.
- The Southey Green curriculum intent reflects that the school understands the evolving profile of learners and ensures the curriculum is fit for purpose for all our learners providing depth and breadth of opportunity.

Inclusion

- We carefully analyse pupil achievement with regard to a number of vulnerable groupings within the school and develop action points for the school accordingly.
- The inclusion team are highly skilled and experienced at instigating multi-agency networks so that the most effective teams around the child (TAFs) are identified.
- The SEND team co-ordinate 3 parent review meetings across the year and update the SEND register routinely to ensure it is a live and coherent document for staff, pupils and parents. Pastoral care and support is provided by our learning mentors.
- We track and report on behaviour and exclusion data half termly and look to eradicate any patterns or overrepresentation by individuals or groups.

School Community	Responsibility
Southey Green School / Governing Body of Southey Green School	Involving and engaging the whole Southey Green School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support Southey Green School and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the Southey Green School community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for Southey Green School's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the Southey Green's School's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated; ensuring that members of the Southey Green community are not subject to inequality.</p>

Definitions Equality Act 2010

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

The definition of 'disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.