

# BYRON WOOD PRIMARY SCHOOL



# SINGLE EQUALITY POLICY

<b>Date</b>	<b>March 2014</b>
<b>Ratified by Governors</b>	
<b>Review Date</b>	<b>March 2016</b>

# Byron Wood Primary School Equality Statement and Equality Information

## 1. Introduction

The Equality Statement sets out Byron Wood Primary School's approach to meeting the general and specific requirements of the Public Sector Equality Duty for our school, as outlined by 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
- the 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, hence 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 or indirect discrimination, harassment, victimisation or by failing to make a reasonable adjustment for a disabled person.

Since 06 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.

The Age criterion applies to a school in its role 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, or 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 the school's compliance with the duty to have due regard for the three aims of the general duty and to review this annually;
- prepare and publish the school's specific and measurable objectives to achieve the three aims of the duty and to undertake to review these every four years.

The Governing Body of Byron Wood Community Primary School place an equality perspective on our policies and practices and we recognise that we are not thinking about people as an homogeneous group, but as distinct groups with differing needs, characteristics and behaviours.

By taking a proactive approach to addressing key issues facing school, the legal duties about race, disability and gender equality, enable the identification and tackling of discrimination, prevent harassment and ensure equality of opportunity, for example, the achievement of boys and girls from some backgrounds, the achievement of disabled pupils.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the Public Sector Equality Duty and, in creating an inclusive whole school environment, to promote community cohesion.

The actions setting out how we will put the Scheme into practice are given in the Action Plan.

**Signature: Headteacher**..... **Date**.....

**Signature: Chair of Governors**..... **Date**.....

## 2. Our Strategic Priorities

The duties to promote race, disability and gender equality alongside community cohesion, supports the school's strategic priorities to address:

- physical access issues for pupils, parents, staff and the wider community;
- issues of attendance and punctuality;
- issues of underachievement;
- issues of exclusion;
- issues of stereotyping in careers advice and avoiding 'occupational segregation';
- issues of bullying and attitudes to violence;
- workforce based equality issues;
- equality in school governance.

## 3. Duty to promote Community Cohesion

From our perspective, '*community*' has a number of dimensions:

- the school community, our pupils, their families, our staff and governing body;
- the wider Sheffield community;
- the national and international communities.

Since we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds, our focus is about promoting community cohesion across different cultures and religious or non-religious, ethnic and socio-economic groups. Our main contributions to community cohesion can be made in three areas:

- **Teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values.
- **Equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group.
- **Engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners, in developing extended services.

We meet the duty to promote community cohesion through the promotion of race equality, disability equality and gender equality as these key issues are closely inter linked. All school policies and procedures ensure that all groups of pupils, parents/carers and staff are valued and given equal opportunities.

- The curriculum is used to value diversity and shared values and this is addressed in the Learning and Teaching Policy.
- School addresses the issues of attendance and punctuality through policies and practices which incorporate close working with the Inclusion Team and a range of in school initiatives.
- Our termly provision mapping ensures all pupils, who are underachieving irrespective of race, gender or disability, are identified and their needs are provided for with appropriate interventions.
- All pupils at the risk of exclusion are supported in school and the help of external agencies requested when necessary.

- Our Anti Bullying and Positive Behaviour Policies clearly address any issues of bullying and violence. The SEALs Curriculum has a high profile in school and aims to change attitudes and build self esteem.
- Physical aspects of the building have been addressed, as far as it has been possible, to facilitate access for pupils, parents/carers, staff and the wider community
- Safe Recruitment practices ensure that the school has a safe workforce. The workforce, including the SLT and Governors, reflects the school and wider community.
- We are engaged with the community through our Extended Schools provision, and Learning Mentors.

## 4. How we will meet the General Duty & Specific Duty

This Equality Statement on race, disability and gender for our school, sets out the specific actions that will be carried out to meet our duties. These are listed in the Action Plan.

### 4.1. Leadership

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

**Governors** are responsible for:

- ensuring the school complies with the relevant equality legislation;
- ensuring that the school Equality Statement and its procedures are followed;
- ensuring governors are trained appropriately.

The **Head Teacher** is responsible for:

- ensuring the school Equality Statement and its procedures are followed;
- ensuring the Equality Action Plan is readily available and that the governors, staff, pupils and parents/carers know about it;
- producing regular information for staff and governors about the Equality Action Plan and how it is working;
- ensuring that all staff know their responsibilities and receive training and support to carry them out;
- taking action in cases of harassment or discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All **staff and Governors** are responsible for:

- dealing with racist, homophobic or other hate-incidents;
- recognising and tackling bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities;

- ensuring that community users/contractors/visitors follow the school's principles in this area.

## **4.2. Involvement**

In developing our Equality Scheme and Action Plan, we have involved stakeholders, for example pupils, parents and carers, staff and governors.

- Questionnaires conducted at parents evenings have shown that the majority of stakeholders value the education provided by the school.
- The OFSTED inspection in June 2013 gave Grade 2 to all aspects of pupils' Behaviour and Safety.

## **4.3. Eliminating harassment and bullying**

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

Our Anti Bullying Policy for Pupils, which is part of our Behaviour Policy, states:

- we need to respect self, others, school and the world.
- all incidents will be investigated thoroughly and appropriate action taken.
- we will raise awareness of this policy at the beginning of each school term during assembly and as frequently as necessary within the classroom.

## **4.4. Training**

We provide equality training through:

- In-house training
- CPD for all staff
- Child protection and safeguarding training
- First aid training
- Homophobic, cyber and other forms of anti-bullying training

## **4.5. Procurement and Contractors**

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices.

This is accomplished by ensuring that only reputable companies are contracted and the Buildings Supervisor and the School Business Manager work very closely with them when on site. They will be made aware of our Equality Statement and procedures

Any issues will be addressed immediately by the School Business Manager.

## **4.6. Visitors to the School**

We will take steps to ensure that visitors to our school, including parents, act within the requirements of our Equality Statement.

Our mission statement is clearly visible on entering the school. All visitors have to sign in the visitors' book and wear a visitor badge to ensure that we are aware who they are. Anti-bullying information is displayed around the school.

Leaflets are sent out to parents explaining the positive behaviour policy. The Behaviour Policy is on the school website.

Any incident will be challenged by the SLT and the police contacted if necessary. Perpetrators will also be banned from the school grounds.

#### **4.7. Publishing the Scheme**

Our Equality Statement will be published:

- on our website;
- referred to in the staff handbook.

A summary will be made available in community languages and parents can come into school to speak to bilingual staff if there are any problems.

#### **4.8. Reviewing and Revising the Equality Scheme**

We will review progress against the Equality Statement every year and we will revise the Statement in four years time or in line with new legislative developments. This will be done via:

- termly progress reports to the Governing Body;
- annual Review Report;
- revision and updates of the Equality Statement.

## **Annex 1**

### **Equality 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 shows that our staff cover a wide age range.
- Given the age profile of our workforce, as a school we do not view succession planning as a key priority for our school, however, there is a significant number of teaching staff on UP3

#### **Disability**

- In September 2013, we have a number of pupils with a range of learning difficulties and/or disabilities.
- In September 2013, we had 75 mainstream pupils (16%) who are on the SEN register as having a learning difficulty or disability. We have 13 on a Child Protection Plan/Children in need plan.
- We have a Nurture Unit for 8 children which is full. All of these children have an individual plan to ensure we meet their needs.
- In September 2013, we had 1 member of staff who declared a disability. We are mindful that staff can be reluctant to declare a disability.
- A major issue for our school is that we are a split level site in an old building. This poses particular challenges for physical access. We have made reasonable adjustments to overcome these challenges but, due to the age and nature of the building, access to all areas is still an issue for wheelchair users. We take a flexible approach towards making adjustments to support disabled students and volunteers.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively.

#### **Pregnancy and Maternity**

- Due to the gender and age range of our staff, we are aware that a number of employees are of child bearing age.
- Risk assessment in place for pregnant women
- All of our policies and procedures are based on the model policies of Sheffield City Council.

#### **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.

## **Race<sup>1</sup>**

- 86% of our pupils are from a background which is Black/Minority Ethnic (BME). Nationally, the figure is 26%.  
Note: some parents have chosen not to declare their ethnic group.
- 97% of our pupils have English as an Additional Language (EAL). Nationally, the figure is 16%. We have 4 trained HLTAs who cater for children new to the country. We have teaching assistants who give identified children additional support. We also have a teaching assistant who works with children who are vulnerable. We ensure that our curriculum has a multicultural dimension.
- We consider barriers which may affect our BME pupil population and have a flexible approach to ensuring we put things in place to deal with issues which arise. For example, communication with parents, adapting the curriculum or providing alternative activities.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school/pupils accordingly.
- 18% of our teaching staff (Teachers and TAs) are from BME backgrounds.
- 24% of our support staff are from BME backgrounds
- The curriculum includes a range of learning experiences and our curriculum looks at other countries and cultures.
- 62% of our governors are from BME backgrounds.

## **Religion or Belief**

- The children learn about different religions and beliefs both through the curriculum and in assemblies.
- We involve parents/outside agencies from different faith groups to take part in supporting our staff development, and be involved in aspects of school life.
- We invite leaders of faith groups to lead assemblies.

## **Gender<sup>1</sup>**

- Our staffing profile shows that 78% are female, with a small number of male teachers. We have 2 male teaching assistants. This profile is consistent with staffing profiles in our sector. The Governing Body is acutely aware of the need to provide equal opportunities for employment and having a more representative staff profile.
- Our governing body has 7 male governors (58%).
- We carefully analyse pupil achievement with regard to gender, and develop action plans for the school in response to any identified issues.

## **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.

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<sup>1</sup> As the school numbers change during the year, the figures are approximate over the year as a whole.

## **Cohesion**

- As a school we have used SEAL materials as part of our regular PHSE work with children. Our school policies ensure we have an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings.
- During Autumn 2, we have a comprehensive assembly programme that focuses on all the countries and backgrounds the children are from.
- We have various events in school to celebrate diversity and to encourage interaction.
- Annually we recognise Black History in line with Black History month and within our curriculum.
- We have a Spanish culture week to look at the different cultures where Spanish is spoken
- We have a link with King Edwards through Spanish which involves teaching about the countries who have Spanish as a main language as well as learning the language.
- We have a curriculum which looks at many aspects of cohesion including looking at other countries, traditions etc and also one which looks at living in a mixed culture and respecting everyone.
- The school has well-developed links with the local community.
- The school embeds local facilities and resources (e.g. local parks and secondary schools) in its curriculum, and is always looking to develop other links to support community development.
- In addition to local links and activities, we have developed international links.
- The children and School Council are made aware of global concerns and are involved in fundraising to support others less fortunate than themselves.

## **Inclusion**

- We carefully analyse pupil achievement including the vulnerable groups within the school such as gender, BME, EAL, FSM, AG&T and pupils with LDD and identify intervention and support as necessary.
- We hold regular review meetings for parents/carers of those pupils on our SEN register and have a regular parent group meeting for parents whose children have SEN and those on a protection plan or LAC plan
- We have a well-developed nurture/pastoral capacity for pupils with more complex/emotional needs.
- Our curriculum is well differentiated and our pupils very well supported within the resources we have in class in order to meet their individual needs.

## Annex 2 Make-up of the School

The ethnic monitoring shows that in 2013/14<sup>2</sup>:

<b>Pupil</b>	<b>% in school</b>	<b>% nationally</b>
Bangladeshi	1.0	1.6
Somali	16.1	
Caribbean	2.0	1.3
Indian	0.2	2.6
Black African	2.2	
Pakistani	28.3	3.9
White British	5.0	72.7
White Eastern European	9.4	4.5
Mixed White/ Black	1.1	1.9
Mixed White/Asian	1.0	1.0
Yemeni	22.4	
Other ethnic group	8.4	
Any other mixed background	2.8	1.6

<b>Staff</b>	<b>%</b>
Bengali	1.3
Black Caribbean	3.7
Somali	2.5
Eastern European	1.3
Pakistani	10
White British	72.6
Yemeni	1.3
Any other mixed background	7.3

<b>Governor</b>	<b>%</b>
Indian	7.7
Black African	7.7
Somali	15.4
Pakistani	30.8
White British	38.5

Gender monitoring for 2013/14 shows

<b>Pupil</b>	<b>% in school</b>	<b>% nationally</b>
Boys	52	51
Girls	48	49

<b>Staff - teaching</b>	<b>% in school</b>
Female	78.4
Male	21.5
<b>Staff – non-teaching</b>	
Female	84.0
Male	16.0

<sup>2</sup> As the school numbers change during the year , the figures are approximate over the year as a whole. The national figures are taken from Raise Online.

<b>Governors</b>	<b>%</b>
Female	46
Male	54

Disability/SEN monitoring for 2013/14 shows:

<b>Pupil</b>	<b>No. in school</b>
Physical disability	0
Sensory disability	2
Autistic spectrum	3
School Action Plan/ School Action Plan Plus	75

<b>Staff</b>	<b>No. in school</b>
Physical disability	1
Sensory disability	0
Other	0

<b>Governor</b>	<b>No. in school</b>
Physical disability	0
Sensory disability	0
Other	0

The Action Plan below sets out how **Byron Wood Community Primary School** will work to promote equality amongst all groups in the community in line with the Public Sector Equality Duty for our school as outlined by the Equality Act 2010

## Appendix 2: Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Mapping vulnerable groups to ensure improved outcomes	Identified Pupils	<ul style="list-style-type: none"> <li>• Increase clear identification of vulnerable groups in each year group and plan provision, mapping of interventions and support</li> <li>• Ensure pupil premium is targeted appropriately and the impact evaluated.</li> </ul>	HT, AH Inclusion, Chair C&A Committee	Improved progress and attainment of vulnerable groups. Good value from PP funds.
Ensure we take account of the Pupil Voice	Pupils	<ul style="list-style-type: none"> <li>• Maintain and continue developments of School Council (SC)</li> <li>• Work to develop links between School Council and the Governing Body</li> <li>• Continue having 'worry boxes' around school □</li> <li>• Use questionnaires and ECM</li> </ul>	HT, TA (convenor of SC), Link Governor to SC, Chair P,F&C Com.	The Pupil Voice plays an appropriate part in the planning and development of the School
Improving physical access for our staff and pupils	Staff Pupils	<ul style="list-style-type: none"> <li>• Review potential access development needs</li> <li>• Review and maintain existing improvements</li> </ul>	SBM, Buildings Manager, Chair F&P Com.	Improved physical access arrangements for staff and pupils.
Maintaining and improving recording procedures for concerns/ incidents	Pupils Staff	<ul style="list-style-type: none"> <li>• Maintain and improve recording mechanisms for the monitoring of incidents of bullying. Focus on outcomes and actions.</li> <li>• Improve the quality of the information in the termly report to the Governing Body and the annual report to the LA.</li> <li>• Review the complaints procedure.</li> </ul>	HT, AH Inclusion, SLT, Chair P,F&C Committee	Reduction in the incidents of bullying in school. Appropriate and effective use of the complaints procedure.
Maintain maternity/ paternity policies and procedures	Staff	<ul style="list-style-type: none"> <li>• Ensure appropriate insurance schemes are in place in order to maintain business continuity in the event of one or more maternity leaves.</li> <li>• Ensure risk assessment is in place</li> </ul>	HT, Admin staff, Chair HR Committee	The school provides continuity of provision in the event of one or more member of staff going on maternity leave
Ensure recruitment procedures are kept up to date	Governors SLT	<ul style="list-style-type: none"> <li>• Ensure governors are trained in safer recruitment</li> <li>• Ensure all governors are aware of new procedures in line with safeguarding</li> </ul>	Chair of HR Committee	Good recruitment processes in place with backup