

# ***Stocksbridge Nursery Infant School***



**Equality Scheme**

**November 2014**



## Contents

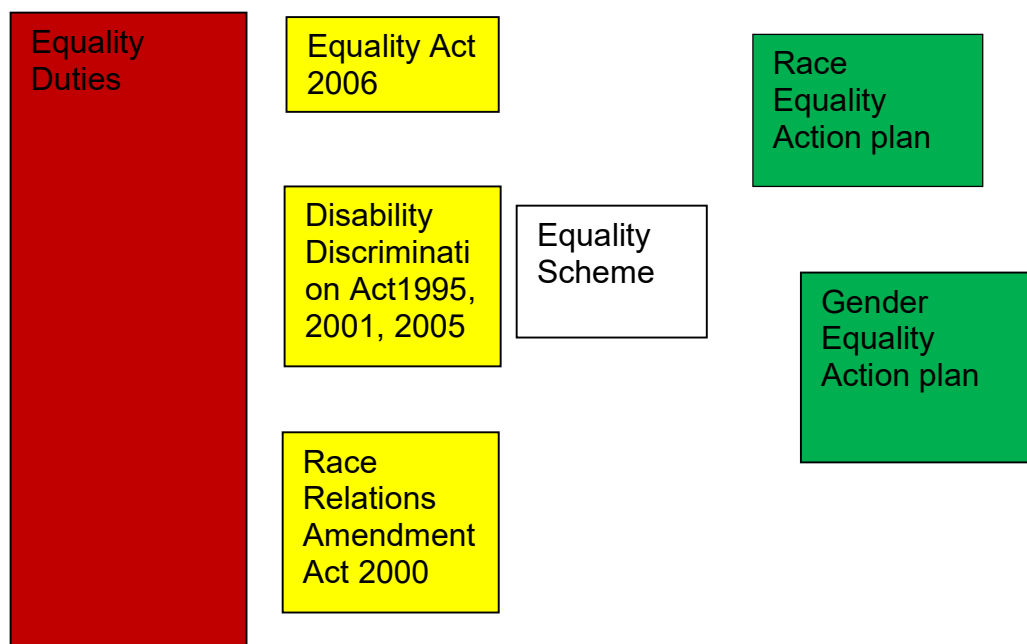
1. Outline Equality Scheme	1
2. Equality Action Plan	18

### 1. Outline Equality Scheme

#### 1.1 Introduction

Figure 1 shows how the three public duties inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion.

Figure 1 How the Equality Duties fit together



#### 1.5 How we will meet the General Duty & Specific Duty

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 Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, 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 setting 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

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

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.

## **1.6 Leadership**

All staff and Governors at the school are responsible for the implementation of the Scheme.

Governors are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed

The Head Teacher is responsible for:

- Ensuring the school Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle 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
- community users/contractors/visitors/link tie up

## **1.7 Involvement**

In developing our Scheme and Action Plan, we have involved stakeholders, for example pupils, parents and carers, staff and governors as follows:

- We seek the views of pupils through OUR Investors In Pupils quality mark work.
- The views of staff are gained during performance management reviews, staff meetings, appraisals and the evaluation of key priorities including SIDP.
- There are ongoing consultations with parents and stakeholders through our Leading Parent Partnership quality mark award work, e.g. accessibility plan, travel plan and increased free nursery entitlement
- Parents are involved in SEN reviews and are encouraged to share their perspective regarding the development of the service in addition to their child's progress.
- We continually seek the views of stakeholders, for example, Learning Support team and other agencies, in order to improve our practice.

## **1.8 Eliminating harassment and bullying**

The school will not tolerate any form of harassment and bullying of either pupils or our staff. (See Anti-Bullying Policy).

The Governing Body has adopted the City Council's Code of Conduct and Policy for Harassment, Discrimination, Victimisation and Bullying

## **1.9 Impact Assessment**

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices as well as ones which are developed subsequently. Our approach to Equality Impact Assessment is listed in our Action Plan.

## **1.10 Training**

New staff receive induction on key policies and equality issues. Priorities for individual and whole staff training are identified in our School Improvement Plan and have included:

- Training specific to the needs of individual children eg. those with mental health issues, emotional and behavioural difficulties and speech and Language difficulties. In addition, Governors receive regular updates and have access to training sessions on equality and diversity issues.

## **1.11 Information Gathering**

We are required to gather information on the effect of our policies and practices in particular:

- the extent to which equality between pupils is promoted
- the extent to which equality between staff is promoted
- the extent to which the curriculum and other school activities take race, disability and gender into account

Information gathering will include:

- Information relating to the profile of the school's workforce is collated on behalf of the local authority and school.
- Progress is tracked to enable us to identify trends in relation to gender, ethnic background, EAL, disability and to plan intervention.
- The School Census would include any data on exclusions.
- Reports of harassment and bullying of pupils and staff are recorded as outlined in our Anti-Bullying Policy.
- The Governors' Section retain information on the composition of the Governing Body.
- The medium and long term planning for the learning environment reflect the individual and group needs of all children.

### **1.13 Visitors to the School**

We will take steps to ensure that visitors to our school, including parents, are adhering to our commitment to equality and will make them aware of school expectations and policies as regards adult/pupil relationships. The schools' aims are displayed in the main entrance and students on placement are given personal training and guidance through out their placement.

### **1.14 Publishing the Scheme**

The scheme will be made available in other formats as necessary.

### **1.15 Annual reporting**

We will annually publish a report that will be available to all interested stakeholders. (The report will be published as an appendix to the Headteacher's Report to Governors) summarising:

- Progress against the action plan
- The results of information gathering
- What has been done with the information gathered
- Inclusion on the website

## **Equalities Information**

Our initial assessment performance as a school in the context of the requirements of the General Duty and the Protected Characteristics was in April 2012. We reviewed our performance in October 2014.

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.

Our equality evidence highlights:

### **Age**

- Our workforce profiling data highlights that 15 of our staff are currently aged 50 or over.
- The role of these colleagues is varied and includes teaching assistants, admin staff, a teacher and lunchtime supervisor assistants.

### **Disability**

The data shown relates to the school census collecting information from the 10<sup>th</sup> October 2014 for all children aged 5+ as of 31.8.14

- 5 children registered with disabilities.
- 35 children are SEN.
- No staff who have 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. This poses particular challenges for physical access. We have undertaken work to improve access whilst developing the new office area of school.
- We take a flexible approach towards making adjustments to support our disabled staff & pupils
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively e.g through posters, visitors.
- Actions and adjustments are made to enable all pupils to participate in all planned activities both within the school setting and upon school visits within the wider community

## **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

## **Pregnancy and maternity**

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

## **Race**

- 2 of our pupils are from a BME background.
- 2 of our pupils have English as an Additional Language (EAL).
- We have 0 pupils of Eastern European birth.
- We have had an identified issue around our BME pupil population. These include settling into school and the local community.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- 1 colleague is BME and includes both teaching and support staff.
- The curriculum includes a range of activities and events to promote cultural awareness and which adds a global dimension. We involve parents in such e.g. Chinese New Year.
- All our Governors are white British

## **Religion or belief**

- We have frequent activity around religious observance which is mainly Christian based. We accommodate and provide for children and staff of other faiths. The children make visits to different places of worship.
- An area of school is available for quiet reflection and prayer.

## **Gender**

- Our staffing profile is almost exclusively female. This profile is consistent with staffing profiles in our sector. Our governing body is more gender representative but the number of females still exceeds males.
- Within our school where possible and practical we encourage 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, as a school all of our policies and procedures are based on the model policies of Sheffield City Council.

## **Cohesion**

- As a school we have used SEAL as an approach to tackle bullying alongside our annual Anti-bullying week, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings.
- We have various events in school to celebrate diversity and to encourage interaction.
- We have a Global Awareness Week.
- We have developed links with older members of our local community, in terms of visiting their contexts (eg. Christmas Choir Concerts in local residential homes). We have parent involvement in school life.
- The school embeds local facilities and resources (eg. local churches, Stocksbridge Library) in its curriculum, and is developing a shared resource to enable development of such usage outside of school with parent/carers support.
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work for children in The Gambia.

## **Inclusion**

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, quiet girls, term of birth, FSM, and SEN) and develop action points for the school accordingly.
- We have a well-developed nurture/pastoral capacity for pupils with additional needs in the form of The Den.