



# Westways Primary School Equality Statement

Autumn 2013

Update Autumn 2015

Updated Spring 2018

## Introduction

Westways Primary School 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 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.

This Equality Statement provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

The Act requires public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or general duty requires all public organisations to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between different groups

Two '**specific duties.**' This requires all public organisations to:

- Publish information to show compliance with the Equality Duty
- Publish equality objectives at least every four years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the

Public Sector Equality Duty and also provides guidance to staff and other stakeholders about our approach to promoting equality.

Our Equality Statement is based on the core principles that its effectiveness will be determined by

- Active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- Proactive leadership
- Prioritising activities that produce specific, tangible improved outcomes
- Removal of attitudinal and cultural barriers.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence and one of our core principles that **'no child is left behind'**.

Our approach to equality is based on the following 7 key principles:

1. **All learners are of equal value.** Whether or not they are disabled , whatever their ethnicity, gender and gender identity, religious/non-religious affiliation and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all stakeholders.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure all policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion and continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve their highest potential.
7. **We work to raise standards for all pupils, but especially for those most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Although this policy is a key document for information about our approach to equalities, there are also references in other key school policies.

## **What are we doing to eliminate discrimination, harassment and victimisation?**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services
- We are aware of the Reasonable Adjustment Duty (see LA Reasonable Adjustment Guidance) for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their peers.
- The Headteacher ensures all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion and training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

## **Addressing prejudice**

The school challenges all forms of prejudice which stands in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudice around race, religion or belief
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and bullying and provide a report to Governors each term.

## **What are we doing to advance equality of opportunity between different groups?**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents/carers, to identify children who have a disability through admission meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close gaps for those making slow progress in acquiring age-appropriate literacy and numeracy skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of under-achieving
- We are alert and proactive about the potentially damaging impact of negative language in matters of race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We also have an Accessibility Plan attached to this policy to increase the extent to which all stakeholders can participate fully in the life of the school

## **What are we doing to foster good relations?**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils
- We teach about difference and diversity and the impact of stereo-typing, prejudice and discrimination through PHSE and citizenship and across the curriculum
- We use materials and resources that reflect the diversity of our school in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Have a rolling programme for reviewing all our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils
- Review relevant feedback from annual parent/carers questionnaires, parents' evening and Governors' consultation meetings
- Review feedback and responses from the children and groups of children (School Council PHSE lessons, children's attitude surveys and interviews)
- Analyse issues raised by Annual Reviews, SEN Support Plans etc

## **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitments to promoting equalities and meeting the requirements of the Equality Act.

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and for taking appropriate action in any cases of unlawful discrimination.

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom and around school
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice related incidents which may occur
- Plan and deliver lessons that reflect the school's principles in providing materials that give positive images
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their classes through differentiated planning and teaching
- Keep up-to-date with equalities legislation relevant to their work

All visitors to the school, including parents/carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the following:

- The implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- Wherever possible, the staffing of the school reflects the diversity of the community
- We strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce
- We respect the religious beliefs and practice of all staff, pupils and parents/carers and comply with reasonable requests relating to religious observance and practice
- We ensure that all staff, including support and administrative staff receive appropriate training and professional development as individuals, groups or teams.

## **Appendix 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:

#### **Age**

- Our workforce profiling data highlights that a relatively high proportion of our staff are currently aged 40 and over (61%), 36% are aged 50+ and 8% are aged 60+.
- Given the age profile of our workforce, as a school we view succession planning as a priority

#### **Disability**

- In March 2018 we have a small number of children with a range of disabilities
- In March 2018 we have 11% of children with SEND
- In March 2018 we have a small number of staff and parents/carers who have declared a disability. We are mindful that both of these groups can be reluctant to declare a disability
- A major issue for our school is that we are a large site housed in 3 separate buildings on different floors. This poses particular challenges for physical access. During remodelling work in 2010/11 we took the opportunity to improve external access and toilet facilities
- We take a flexible approach to making adjustments to support disabled staff, parents/carers, pupils and visitors

- Our curriculum includes activities to increase pupils' awareness of disability issues and to promote disability issues positively
- On admission into school we ask if children and/or parents/carers need any special access arrangements when in school

### **Gender Reassignment**

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

### **Marriage and Civil Partnership**

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

### **Pregnancy and Maternity**

- All our policies and procedures are based on the model policies of Sheffield City Council
- The school currently has a predominantly female workforce with the majority over 40 years of age

### **Race**

- 34% of our pupils are from a BME background
- 26% of our pupils have English as an additional language (EAL). We have 2 designated EAL Champions. We are increasingly identifying EAL provision within the curriculum
- We have identified issues around our BME population. These include settling into school, communication with parents, attainment and mobility.
- We carefully analyse pupil achievement with regard to BME groupings and develop action points for school accordingly.
- 9% of all our staff are BME. We are mindful of this during any recruitment processes.
- The curriculum includes a range of activities involving parents/carers and international events within the school such as themed weeks, the teaching of Spanish to all KS2 pupils and cooking.
- The school is home to a number of transient children from BME background whose highly educated parents are either working or studying at the hospitals or universities

### **Religion or Belief**

- We have frequent activities around religious observance. The children make visits to different places of worship

### **Gender**

- Our staffing profile is predominantly female. However, we have a larger than average percentage of male staff (18%)
- Our Governing Body has almost equal representation of males and females
- 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**

- Although we do not collect or retain information in this regard, as a school all our policies and procedures are based on the model policies of Sheffield City Council.
- Any member of staff or the Governing Body or a pupil would be supported accordingly.

## **Cohesion**

- As a school we used PHSE, Circle Times and assemblies to tackle bullying 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 themed weeks with an international dimension to celebrate and value other cultures
- We have links with other schools in Sheffield, Rotherham and the USA in order to expose pupils to different cultures and geographical contexts
- We have developed links with older members of our local community, both in terms of inviting them to school events and in terms of visiting them
- The school has well-developed links with local businesses and shops (Bingham's, Sainsbury's)
- The school uses local facilities and resources in its curriculum (Broomhill Library, Weston Park Museum, St Timothy's Church etc)
- In addition to local links, we have developed international links and fund raising, for example charitable work around Comic Relief and McMillan Cancer
- The Governing Body seeks ways to make better links with all sections of our school and local community.

## **Inclusion**

- We carefully analyse pupil achievement with regard to the number of different vulnerable groupings within the school (gender, BME, EAL, FSM, SEND, LAC, post adopted etc) and develop action points for the school accordingly
- We have well-developed nurture/pastoral capacity for pupils with more complex/emotional needs using the skills of our Learning Mentor

## Appendix 2

### Equalities Action Plan

R=Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religion/Belief, CC=Community Cohesion							Actions	Timescale	Responsibility	Outcomes/ Success Criteria	Monitoring By
R	D	G	SO	A	R/B	CC					
X	X	X	X	X	X	X	Raise awareness of Statement in PDMs & Staff Induction	Ongoing	HT SLT	All staff are aware of the Equality Statement & Action Plan and have an awareness of their responsibilities	Governors Sub Comm.
X	X	X	X	X	X	X	Publish on website, newsletters	Annually	HT	All stakeholders are aware of the Statement & Plan	Governors Sub Comm.
X	X	X	X	X	X	X	Undertake a rolling programme of impact assessments as school policies are being renewed	Ongoing	HT Attainment & Policy Sub Comm.	Ensure school policies do not impact negatively upon different community groups	Governors
<b>Ensuring Equality of Opportunity &amp; Participation</b>											
X	X	X	X	X	X	X	School aware of access needs (eg coloured filters, IT, voice amplification) of children, staff, parents/carers through induction and admission procedures	Ongoing	HT DHT/SENCO	Access needs of all attending, working and visiting school will be met where possible	Gov Sub Comm.
X	X						Review signage systems around school Train staff in the use of Communicate in Print	Ongoing	SLT	Signage & visual timetables will support children to access learning and aid movement around school	Link Governors
x							Continue to provide translation for parents meetings, annual reviews etc where needed	Ongoing	HT DHT/SENCO	All parents/carers aware of individual learning and social needs of their child	Link Governors
X	X	X					Act on any trends in the data that require additional support for pupils	Termly	HT SLT	Monitor and analyse pupil achievement by race, gender & disability	HT Report to Governors
X	X	X	X	X	X	X	Ensure all pupils are given the opportunity to make a	Ongoing	Class teachers	Ensure that a diverse range of pupils are making a positive	SLT

							positive contribution via School Council, Playground Leaders, Monitors, performances, sports teams etc			contribution to the life of the school	
	X						Ensure the school building removes all barriers to accessibility for disabled learners, staff and parents/carers	Ongoing	School Business Manager	Physical access needs of all attending, working and visiting school will be met where possible	Governor Premises Sub Comm.
X	X	X	X	X	X	X	Provide opportunities for all pupils to take part in extended school activities	Ongoing	All staff	Participation in extended school activities reflects the diversity of the school population	HT reports to Governors
<b>Promoting Positive Attitudes &amp; Meeting Needs</b>											
X	X	X	X	X	X	X	A proportion of displays within classrooms and communal areas will reflect diversity	Ongoing	All staff	Diversity is promoted across the school	SLT
X	X				X	X	Celebrate cultural events throughout the year. Eg Eid, Diwali, Chinese New Year, Christmas	Ongoing	All staff AHTs	Continue to increase pupils awareness of different communities	HT reports to Governors
X	X	X	X	X	X	X	Continue replenishing library & phase resources with high quality books addressing the range of issues	Ongoing	AHTs	Resources reflect all aspects of the community	AHT reports to Governors
			X				Liaise with health, LA professionals, charities and parents/carers to consider this aspect of SRE	Ongoing	SENCO	Appropriate ways of supporting pupils' of different sexual orientations in an age appropriate manner are used	HT reports to Governors
X	X	X	X	X	X	X	Share expertise & resources between staff to enable all pupils to achieve optimum success	Ongoing	SLT	The learning & personal developmental needs of all pupils are met	HT reports to Governors
<b>Eliminating Discrimination &amp; Harassment</b>											
X	X	X	X	X	X	X	PDMs to raise awareness and remind staff of duties to eliminate discrimination & harassment	Ongoing	SLT	All staff are aware of procedures to report racist/homophobic bullying incidents	HT reports to Governors

							Include in induction process of new staff				
X	X	X	X	X	X	X	Displays around school promote school's values	Ongoing	SLT	Develop our community's awareness of individual rights & responsibilities	Governors Learning Walks
X	X	X	X	X	X	X	Raise awareness of procedures in Staff Induction & admissions Publish on website,	Ongoing	SLT	School's procedures for dealing with bullying & harassment are clear and known by all stakeholders	HT reports to Governors