

Meersbrook Bank Primary School Equality statement

Equality of opportunity is at the heart of all we do in our school. Our policies embrace this commitment.

The Equality Act in 2010 replaced nine major acts of parliament dealing with equality and discrimination. The act provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful.

'The act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.' (Bill Bolloten)

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

The protected characteristics of age and marriage and civil partnership apply to, schools as employers, not in relation to their provision for 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 and to update this annually
- Prepare and publish one or more objectives to achieve the three aims of the duty at least every four years

Leadership

Within our school all staff and Governors at the school are responsible for ensuring that 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. Our behaviour policy outlines our aims in regard to anti-bullying.

Training

We will provide relevant training for staff on how to respond to prejudice-related bullying.

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 as a separate policy within school and on the school's website (see 'about us'-'policies').

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms, to the full Governing Body of the school.

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 to gathering information and objectives is set out in further information and the action plan at 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 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:

Ofsted March 2017 report states:

- Mutual respect between pupils and staff is helping to secure studious and productive learning in most lessons. Pupils present their work with pride because of high expectations instilled by their teachers.
- Staff are enabling pupils to access an impressive range of extra-curricular clubs and activities. Pupils were positively wide-eyed as they described attending a large range of sports and craft clubs.
- You have appointed a pupil premium 'champion' who works effectively to provide social and emotional support to disadvantaged pupils and their families. You take care to ensure that disadvantaged pupils receive well-chosen academic support to enable them to make the progress of which they are capable. The link governor for pupil premium ensures that the progress of disadvantaged pupils
- remains high on the agenda, regularly requesting information and assurance that the needs of pupils are being met. Thus, although in 2016 disadvantaged pupils made slightly less progress than other pupils nationally, the progress of current pupils is broadly in line with others.
- Additional funding for children looked after is thoughtfully spent and personal education plans show considerable support is ensuring that these pupils receive the support they need to achieve well.
- Nationally published assessment information in 2016 shows that girls did better than boys in reading, writing and mathematics. You have taken care to address this issue, to use texts that appeal to both boys and girls and to plan thematic learning that ignites the interest of all pupils. The most up-to-date assessment information shows there is not a consistent pattern regarding the progress and attainment of boys or girls. In half of the classes girls outperform boys and in half the reverse is true.
- Early years staff have recently been commended for providing a good standard of education for the youngest children in school, achieving the local authority charter mark for early years provision. The leader for the early years has ensured that many daily opportunities are provided for children to develop their language and communication skills. You have secured the skills of a speech therapist to support successfully those children who have been slower to develop their language skills. Staff carefully select resources to help children develop the basic skills. The cumulative effect is that the proportion of children achieving a good level of development has increased for three years in a row.

- Leaders have developed a highly effective approach to developing pupils' spiritual, moral, social and cultural understanding. This has resulted in very consistent behaviour across the school. Pupils respond well to school values and display kindness towards one another. They say there is 'no bullying'. The school's own records support this view; racism and bullying are extremely rare.
- In 2015, the attendance of some disadvantaged pupils and those who have special educational needs and/or disabilities was too low. Leaders have given considerable attention to improving attendance throughout school, so that the vast majority of pupils now attend school regularly and on time. Attendance is now broadly in line with the national average overall and persistent absence is below national figures.

Age

- All our policies and procedures are based on the model policies of Sheffield City Council, and we always take these into account when carrying out a recruitment exercise
- We have a range of age ranges amongst our staff from young newly-qualified teachers to members of staff over 60 years of age. We benefit from this variety

Disability

- We have 6.8% of children who are classified as having SEN support currently in school (Oct 2015) and a further 12% are being monitored.
- We have no members of 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 have many flights of stairs for accessing different parts of the building. This poses particular challenges for physical access. We have undertaken work to improve access to the main reception by means of a ramp. This area inside includes a disabled toilet but not all parts of the school are accessible to wheelchair-users.
- We have created a Resources room which gives time-out space and a safe haven for those who need it
- Our curriculum and our assemblies include activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively
- 'Communicate in print' is used widely to support children in accessing learning

Gender Reassignment

All of our policies and procedures are based on the model policies of Sheffield City Council which we consider meet the standards required

Marriage and Civil Partnership

All of our policies and procedures are based on the model policies of Sheffield City Council which we consider meet the standards required

Pregnancy and maternity

All of our policies and procedures are based on the model policies of Sheffield City Council which we consider meet the standards required

Race

- 30.6% of our pupils are from a BME background, which is slightly below the national average
- 15.5% of our pupils have English as an Additional Language (EAL). This is below the national average. We have a designated EAL champion (CT)
- Absence rates of BME and EAL pupils is slightly below the school's average. However in 2014/15 this was due to one pupil with medical needs who had attendance of 71%. The difference this one pupil makes is 94.20 to 95.13%
- Exclusion rates of BME pupils are below the national average
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- 11.7% of our staff is BME
- We have senior members of staff responsible for overseeing and leading good practice in diversity. They report annually to Governors
- We have a robust system of reporting and monitoring racial incidents, which are extremely rare
- The curriculum includes a range of activities for promoting an understanding of a range of cultures

Religion or belief

- We have frequent activity around religious observance
- We invite people from different faith groups into school e.g. to take part in assemblies

Gender

- Our staffing is almost exclusively female, with three male staff
- Our governing body includes three males
- Within our school where possible and practical we encourage flexible working
- 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 and any member of staff or the Governing Body would be supported as necessary.

Cohesion

- As a school we use PSHE/collective worship and special themed weeks as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings

- We have 'school values' which reflect the importance of shared values and treating each other with respect
- Our school vision encourages respect for others
- We have various events in school to celebrate diversity and to encourage interaction
- We have developed links with older members of our local community, Through the United Reformed Church to whom we have performed and joined them for lunch
- We welcome members of our community to work as reading volunteers to support literacy
- The school has well-developed links with the walled garden at Meersbrook park
- The school embeds local facilities and resources eg. Meersbrook Park, Whirlow Hall Farm; Weston Park Museum; Abbeydale Industrial hamlet, Thornbridge residential centre, and a range of galleries and museums in the city centre
- We have good links with our local Secondary school and work closely with them to support transition and make use of their specialisms e.g. support for new arrivals and training from Talbot Special School

Inclusion

- We have a dedicated Inclusion Manager (IM) who takes on the role of SENCo and is not class based 2 days a week
- We have a strong and flexible team of learning support staff. The IL and HT engage in provision mapping in order to meet ongoing inclusion needs in the school
- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, Pupil Premium, G&T and SEN) and develop action points for the school accordingly
- We offer Family Learning opportunities run by our IM in which parents/carers are invited into school to work alongside their child
- We make good use of a Maths specialist to extend the learning of our most able children in Y6
- Our SENCO attends regular meetings with our Family of Schools/Locality to ensure the needs of our most vulnerable children are met

				HT	
To develop pupil voice in school	All pupils	<ul style="list-style-type: none"> -More involvement of school council in making decisions e.g. curriculum _Sports leaders in y5 -Healthy Minds champions -Termly pupil interviews with SLT 	<p>On-going from Aut 2018</p> <p>Appoint Aut 2018. Termly meeting with Healthy Minds mentor (project)</p>	RE/CB	-Pupils feel their views are valued (evidence e.g. pupil questionnaires)
To narrow the gap between Pupil Premium pupils and their peers	Pupil Premium pupils	<ul style="list-style-type: none"> -Raise awareness of needs of Pupil Premium pupils e.g. pupil progress termly meetings and follow-up meetings/share data with staff -Case studies to show good practice -Pupil Premium pupils receive targeted support to address needs e.g. one-to-one tuition/reading volunteers 	<p>Sept 2018</p> <p>On-going (pupil progress meetings termly/half-termly follow-up)</p> <p>Annually – share with Gobs in summer term</p> <p>As required – use termly data/assessments to identify need and map interventions/</p>	<p>RE/AH</p> <p>RE</p> <p>RE</p>	<p>-tracking shows differences are diminishing between PP pupils and ‘other’ pupils nationally</p> <p>-staff aware of needs of their PP pupils and can talk confidently about their progress as a group and individually</p> <p>-case studies shared with staff to highlight successes and build on good practice</p>

			support		
Improving physical access for the disabled	-Staff -Pupils Parents/carers	-Review potential access developments within (accessibility plan)		AW/RE	- Improved physical access arrangements for staff, pupils and parents/carers
To improve the participation and engagement of different groups of parents/carers	Parents/carers	-AH targeting involvement of parents/carers during family Learning sessions/mast coffee mornings/drop-in sessions	Aut 2018 on-going	RE/AH/KJ	-Parents/carers more involved in their child's learning , accessing opportunities at school and attending workshops etc
To develop awareness of LGBT and develop resources to reflect this more	All stakeholders	-Purchase resources to reflect different families/sexual orientation	Spring 2019 – buy resources alongside developing new library	RE/CS	-More resources available for staff/children to access -Improved understanding of diversity