



EQUALITY STATEMENT

Date ratified:	March 2013
Governors/Committee Meeting:	Finance, Premises and General Purposes Committee
Signature of Chair:	<i>R Edwards</i>
SLT Lead:	R Steele

Introduction

Fir Vale School have developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010. The Equality Act 2010 gives public bodies two new duties. These are the:

1. Socio-economic duty
2. Equality duty

The socio-economic duty requires public bodies to think about how they will support children from poorer families.

The equality duty requires public bodies to think about how they treat people from different groups fairly and equally.

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.

Since 6 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.

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

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.

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.

Narrowing gaps in attainment or involvement

The school is committed to narrowing the gaps in attainment between:

- boys and girls
- pupils from low-income households and other pupils
- low performing ethnic groups and others throughout the school
- SEN and non-SEN children.

The school is also committed to narrowing the gap in participation in the public life of the school between:

- boys and girls
- pupils from low-income households and other pupils
- low performing ethnic groups and others throughout the school
- SEN and non-SEN children

Fostering good relations

The school aims to:

- Reduce the incidence of prejudice-related bullying, hostility and suspicion, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.
- Promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- Promote spiritual, moral, social and cultural development across the curriculum, with particular reference to issues of equality and diversity.

Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of pupils or our staff

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 our website and VLE so that it is accessible to all stakeholders.

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms.

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 ie information and objectives set out in 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 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

An analysis of the workforce indicates the following age spread of the staff; this data highlights that there is no imminent large number of retirements.

Age Range	Teaching Staff	Support Staff
Up to 30 years	21%	35%
31 – 50 year old	62%	39%
Over 50 years	17%	26%

Communication

All communication with parents/carers considers the access level to information and offers the opportunity in some community languages to seek assistance from the school.

Assistant with translation is available when parents/carers are invited to events and meetings in school.

Disability

- In September 2012 there are a small number of students with a range of disabilities.
- In September 2012, 33% of the total students are on the SEN register.
- The premises have been designed to meet regulations at the time and the building has the following provision to support staff/students with mobility issues:
 - 2 passenger lifts
 - Ramps between all playground levels
 - Wide corridors providing easy access for those in a wheelchair
 - 2 disabled changing facilities
 - 5 access toilets
- Two members of staff are employed with responsibilities for the health needs of students; other staff have undertaken specific training for handling students.

- All educational visits consider the individual needs of all students and appropriate activities and transport arrangements are put in place.
- The curriculum includes activities designed to increase students' awareness of disability issues, and to promote disability issues positively.

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.
- The school has a substantial number of female staff within the 30 – 50 year old age group.

Race

- **Students by ethnicity**

Any Other Asian Background	0.92%
Any Other Black Background	0.58%
Any Other Mixed Background	1.38%
Bangladeshi	0.35%
Black Somali	8.30%
Black Caribbean	1.73%
Gypsy/Roma	0.92%
Indian	1.15%
Other Black African	1.96%
Other Ethnic Group	2.08%
Pakistani	52.71%
White British	4.84%
White Irish	0.00%
White - Any Other Asian B/ground -	0.92%
White - Black African	0.35%
White - Black Caribbean	1.61%
White - Pakistani	0.92%
White - Eastern European	4.73%
Yemeni	14.53%

- **Staff by ethnicity**

Black African	0.93%
Black Caribbean	2.80%
Black Other	1.87%
Indian	1.87%
Pakistani	12.15%
White	72.90%
Mixed White and Other	5.61%
Yemini	0.93%
Not recorded	0.93%

- 16% of the Governors are BME.
- We have designated EAL co-ordinator and increasingly identify EAL provision in the curriculum. Staff are recruited to meet the needs of the community and include a Learning Mentor for community liaison, specifically the Eastern European community.
- There is an increasing number of students with an Eastern European background. Identified issues around this community include communication with parents, attainment and social deprivation.
- Student achievement is analysed in relation to all groups and actions developed accordingly.

Religion or belief

- The school has frequent activities around religious observance and has contacts with a range of faith groups.

Gender

	Teaching Staff	Support Staff	Governors
Male	54%	37%	33%
Female	46%	63%	67%

- Student achievement is analysed with regard to gender and actions developed accordingly.

Sexual orientation

- Although we do not collect or retain information in this regard, as 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 support as necessary.

Cohesion

- We have various events in school to celebrate diversity and to encourage interaction.
- An Anti-Bullying policy is in place and all staff ensure that students develop to enable them to recognise and manage their own and other students' emotions and feelings. The pastoral team support this work and a team of student peer mentors has recently been trained to as part of the introduction of the 'Hope Not Hurt' project
- Students are actively involved in meeting the school catering contractor to ensure that the menu reflects the diverse student population of the school.
- As part of the extended services work, students and families have been involved in new initiatives such as family camping, film shows and a community food festival which bring together members of the wider community.
- All educational visits are planned with consideration to the diverse student population and especially when involving a residential experience. These include visits to France, a university and the recently introduced Year 7 camp.
- The work experience programme for students is designed to widen the aspirations and opportunities for students.
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work and fundraising following the floods in Pakistan.
- We are exploring the possibility of linking with an international school in France.

Annex 2

Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Ongoing analysis of attainment and progress	<ul style="list-style-type: none"> • Staff • Students 	<ul style="list-style-type: none"> • Termly analysis of student data • Weekly Student Progress Meetings involving relevant staff 	DHT Data Officer Pastoral team	Improved assessment for learning systems within school. Minutes of meetings shared with colleagues
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	<ul style="list-style-type: none"> • Staff • Identified Students 	<ul style="list-style-type: none"> • Termly analysis of identified student data • Identification of potential issues with regard to vulnerable groupings • Identification of provision for vulnerable groupings 	DHT SENCO DoLs – Pastoral/ curriculum	Identification and resolution of issues which may impact upon the learning of vulnerable student groupings
Support and tailored provision for students displaying complex emotional needs	<ul style="list-style-type: none"> • Identified Students 	<ul style="list-style-type: none"> • Identification of students requiring additional support • Establishment of nurture group in order to meet the needs of identified students 	SENCO Pastoral team	Improved nurture capacity within the school enabling students with more complex needs to engage productively
Develop appropriate curriculum provision to meet the needs of targeted students	<ul style="list-style-type: none"> • Identified Students 	<ul style="list-style-type: none"> • Curriculum model considers individual student needs • Staff develop new courses appropriate to student need 	DHT DoLs	Students achieve from a curriculum relevant to their needs
Maintain monitoring arrangements for bullying incidents	<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • Maintain recording mechanisms for the monitoring of incident of bullying • Maintain termly report of incidents to governing body • Develop the involvement of students in peer mentoring 	AHT Data Manager	On-going identification and recording of bullying incidents, in order to monitor appropriately
Plan further events to involve families and the wider community	<ul style="list-style-type: none"> • All stakeholders 	<ul style="list-style-type: none"> • Programme of events develop with the Community & School Partnership group 	AHT CASP	Opportunity for greater community involvement with the school