



# LYDGATE INFANT SCHOOL

## Equality & Diversity Statement

(November 2019)

### Introduction

The Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced by the Equality Act 2010.

By placing an equality perspective in all of our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours. This enables us to address the issues in creating an inclusive whole school environment.

### Signature:

Headteacher.....

Date.....

### Signature:

Chair of Governors.....

Date.....

## **Introduction**

Lydgate Infant School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

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 Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

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, discrimination by association, perception 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 settings including academies

have been bound by the Public Sector Equality Duty.

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 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.

### **Training**

We will provide relevant training by using all suitable delivery methods.

### **Procurement and Contractors**

We will ensure that all contractors working at the school have a copy of and take steps to 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; as part of the school's Staff Handbook; and upon the school's website**

### **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 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:

### **Age**

- Our workforce profiling data highlights that a relatively high proportion of our staff are currently aged 50 or over.
- Given the age profile of our workforce, as a school we view succession planning as a key priority for our school.

### **Disability**

- In 2019-2020 we have a small number of children with a range of disabilities.
- In 2019-2020 the school has a small number of pupils entered onto the school's register of Special Educational Need (SEND).
- In 2019-2020 we have a small number 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 are a split level site in an old building. This poses particular challenges for physical access. We have undertaken ongoing work to improve access. Our proposed refurbishments for 2019-2020 include improvements to classrooms, communal areas and toilet facilities to ensure greater access.
- We take a flexible approach towards making adjustments to support our disabled staff.
- Our curriculum includes activities designed to increase pupils' 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 currently has a predominantly mature female workforce.

### **Race**

- In 2019-2020, the % of BME pupils at the school was above average.
- In 2019-2020, the % of EAL pupils at the school was above average.
- We have a Multi Cultural Co-ordinator who monitors our curriculum.
- We have a small proportion of Eastern European pupils.
- We have identified issues around our BME pupil population. These include settling into school, communication with parents and attainment.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly
- 13% of our staff is BME and includes both teaching and support staff.
- The curriculum includes a range of activities involving parents and international events within school, such as children coming in traditional dress, cooking events etc.
- At present none of the school's governors are categorised as BME.
- The school is home to a number of transient children from a BME background whose highly educated parents are either working or studying at the hospitals or university.

### **Religion or belief**

- We have frequent activity around religious observance. The children make regular visits to different places of worship.
- We also invite parents from different faith groups to take part in festivals.

### **Gender**

- Our staffing profile is almost exclusively female. This profile is consistent with staffing profiles in our sector. As a school we are looking at ways to change our profiles, our approach has mainly focussed on developing middle leadership. As an infant school it is difficult to recruit male members of staff.
- Our governing body is more gender representative, although with still a female majority
- 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 and any member of staff or the Governing Body would be supported as necessary.

### **Cohesion**

- As a school we have used SEAL as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. We have worked to actively make our governing body representative of the communities that we serve.
- We have various events in school to celebrate diversity and to encourage interaction.
- We have an international week with children attending in traditional dress, in which aspects of their own cultures are valued and celebrated.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events (eg. Drama Performances), and in terms of visiting their contexts (eg. Christmas Choir Concerts in local sheltered housing).
- The school has well-developed links with local businesses and shops.
- The school's weekly newsletter regularly celebrates and provides information about religious and cultural events (eg. Eid, Chinese New Year, Australia Day, etc)
- The school embeds local facilities and resources (eg. Whirlow Hall Farm; Weston Park Museum) in its curriculum, and is developing a shared resource to enable development of such usage outside of school with parent/carer support.
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work around Water aid .

### **Inclusion**

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, G&T and SEN) and develop action points for the school accordingly.
- We have a well-developed nurture/pastoral capacity for pupils with more complex/emotional needs in the form of our 'Little Steps' groupings and provision.

**Annex 2**
**Equalities Objectives and Action Plan**

<b>Objective</b>	<b>Who is affected</b>	<b>Actions</b>	<b>Time-Scale</b>	<b>Lead</b>	<b>Outcome</b>	<b>RAG</b>
Improving physical access for our staff and pupils	Staff Pupils	<ul style="list-style-type: none"> <li>Review potential access developments within AMP</li> <li>Review and maintain existing improvements</li> </ul>	April 2020	HT; BO	Accessibility options with regard to ramped access at Main Entrance currently under consideration	
Ongoing analysis of attainment and progress	Staff Pupils	<ul style="list-style-type: none"> <li>Termly analysis of pupil data</li> <li>Termly Pupil Progress Meetings involving relevant staff</li> </ul>	Termly	HT;DHT; Data Off.	Both analysis and PPMs have been undertaken in -year	
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	Staff Identified Pupils	<ul style="list-style-type: none"> <li>Termly analysis of identified pupil data</li> <li>Identification of potential issues with regard to vulnerable groupings</li> <li>Identification of provision for vulnerable groupings upon planning</li> </ul>	Termly	HT; YG Teams	Analysis of potential issues with regard to vulnerable groupings from 2016/17 have been fed into SDP; in-year tracking currently monitoring progress of all pupil groups.	
Support and tailored provision for pupils displaying complex emotional needs	Identified Pupils	<ul style="list-style-type: none"> <li>Identification of pupils requiring additional support</li> <li>Maintenance of nurture group in order to meet the needs of identified pupils</li> </ul>	October 2019; then termly	HT; SENCo DBirch	Review of support for the new academic year achieved, with adjustment as appropriate ongoing on at least a termly basis.	
Mapping and analysing interventions for vulnerable groups, esp. SEN	Identified Pupils	<ul style="list-style-type: none"> <li>Regularly collate intervention information with an indication of its effectiveness</li> <li>Identify and record interventions at Wave 2 &amp; 3 (through IEP)</li> </ul>	Termly	HT SENCo	Intervention Provision maps are being collated on at least a termly basis, in order to assess impact and enhance personalisation.	
Maintaining and improving monitoring arrangements for bullying incidents	Pupils	<ul style="list-style-type: none"> <li>Maintain recording mechanisms for the monitoring of incident of bullying</li> <li>Maintain termly report of incidents to governing body</li> </ul>	Termly	HT	Bullying, potentially racist comment, potentially homophobic comment & incidents of inappropriate exposure monitored.	
Pupil voice	Pupils	<ul style="list-style-type: none"> <li>Enhance further role of school council</li> <li>Refresh usage of 'worry boxes'</li> </ul>	Dec 2019	HT	'Worry boxes' refreshed; distribution of SC notes now undertaken by email.	
Governor Representation and Development	Gov's Staff Pupils	<ul style="list-style-type: none"> <li>Identify annual development session</li> <li>Maintain strategic policy, and class, link</li> </ul>	Dec 2019	HT Chair	Annual development session planned; Steering Sub maintained.	

