Halfway Nursery Infant School

Equality Policy

Date Policy written	**September 2019**
Date Policy accepted	
Date of next review	**September 2020**
Signed (Headteacher)	
Signed (Chair of Governors)	
Minute number	

Equality Statement

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 a 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.

Statement of intent

Halfway Nursery Infant School is a caring school that aims to provide the highest quality early years education to all of its pupils, within a secure and safe environment.

We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, challenging bullying and stereotypes and by creating an environment which champions respect for all. We believe that diversity should be respected and celebrated by all those who learn, teach and visit us.

Our Vision and Aims

In addition, Halfway Nursery Infant School will -

- Plan and deliver a broad, balanced and relevant curriculum to enable all our pupils to develop their social, intellectual and physical potential - our rich and exciting curriculum links very closely to the demands placed upon us via the 'Equalities Act'.
- Provide equal opportunities for all our children to develop and extend their social, intellectual and physical potential
- Provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.
- Fulfill our Legal Duties

The Equality and Diversity Policy of Halfway Nursery Infant School has been developed in line with the following legal framework/s -

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs (Information) Regulations 1999
- Education and Inspections Act 2006
- Equality Act 2010
- Specific Duties Regulations 2011

As a school, we welcome our duties under the Equality Act 2010. 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 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:

- eliminate discrimination
- advance equality of opportunity
- 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.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's Equality Policy.

Everyone has one or more of the protective characteristics, therefore the act protects everyone against unfair treatment. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

We aim to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. Our aim is carry out a number of activities, over time, and these will include:

- Regular themed assemblies e.g. celebrating diversity and global citizenship
- Displays e.g. Different Families Same Love, British values etc.

- Fostering respect through our Golden Rules – We look after our property, We are honest, We stay safe, We are kind and helpful, We always try our best, We are polite
- Visits to the local residential home where children sing, talk to and read etc. with elderly residents
- Rigorous curriculum incl. RE, RSE and PSHE etc.

All adults in school 'model' exemplary behaviour when speaking and interacting with each other, with children and our families - this is a cornerstone of our code of conduct. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school very seriously. When an incident is reported, through a thorough reporting procedure, our school ensures appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to -

- Understand others and be tolerant
- Celebrate and respect cultural diversity
- Always to do their best and to reach their full potential
- Be kind and be inclusive and, in an age appropriate way, understand what constitutes acceptable and unacceptable behaviour incl. discrimation

The school's employee's will:

- Promote diversity equality
- Encourage and adopt an inclusive attitude
- Lead by example

Responsibilities

We believe that promoting Equality is the whole school's responsibility. The **School Community and the Local Governing Body will**

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body.
- Proactively recruit high-quality applicants from under-represented groups.

- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this Policy.

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. The Governing Body aims to involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

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 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 further in Annex 1 and 2.

Annex 1 - Equalities Information

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity, and 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 policies and practice already in place and identified gaps
- Explored how we engage with protected characteristics
- Analysed the effectiveness of our approach to equality

Our equality evidence highlights:

Age

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- Our workforce profiling data highlights that a quarter of our staff are currently aged 50 or over – the average age of those staff aged over 50 is 57.
- Whilst succession planning is key, we also work closely with our skilled and valued existing staff team, and HR where needed, to ensure any reasonable amendments can be made. We also follow Local Authority guidance on any flexible working requests.

Disability incl. SEND information

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- 7.45% of children have been assessed as having special educational needs (based on school census data for 2019)
- All school buildings are at, or near, ground level. The 2 external classrooms are raised above ground level and both have ramps to the entrances. These are equipped with robust handrails. Disabled toilet facilities can easily be accessed by children, staff, parents who need this facility. The playground and surrounding paths have recently been resurfaced to ensure they are safe and accessible to those with limited mobility.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues and diversity 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.
- Within our school, where possible and practical, we encourage flexible working, and we have developed policies and procedures to support this process for staff.

Religion and belief

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- We have frequent activity around religious observance.
- The children make visits to different places of worship or may meet visitors in school.
- We also invite members of the school community from different faith groups to take part in festivals etc.

Sex

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- Our staffing profile is primarily female, with just 2 male members of staff – the School Clerk and Caretaker. This profile is consistent with staffing profiles in our sector. As a school we are looking at ways to change our profiles to be more representative of the wider community and under-represented groups
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly to narrow any gender gap.

Sexual orientation

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

Race

- 13.04% BME pupils (based on school census data for 2019)
- We carefully analyse pupil achievement with regard to children who are BME incl. groupings, and develop action points for the school accordingly. The curriculum includes a range of activities involving parents and international events within school.

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 planned throughout the school year to celebrate diversity and to encourage community cohesion and interaction.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events, and in terms of visiting their contexts (e.g. Christmas Choir Concerts in local nursing home).
- We embed local facilities and resources into our curriculum.

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school and develop strategic action plans to narrow gaps using information from robust data analysis, monitoring and evaluation.

Halfway Nursery Infant School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows -

- To promote spiritual, moral, social and cultural development through all appropriate curricular/extra-curricular opportunities
- To promote equality and diversity
- To tackle prejudice and increase understanding of equality through direct teaching across the curriculum
- To narrow the gaps in progress and attainment for vulnerable groups
- To ensure that all pupils and families are given similar opportunities with regards to after-school clubs and activities and breakfast club provision
- To allow equal access to information for all parents/carers
- To ensure the school environment is accessible as possible to all pupils, staff and visitors
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010

Please see Annex 2 for this year's action plan.

Annex 2 – Equality Action Plan

EQUALITY POLICY EVALUATION
EVALUATION: 2018/19

STRENGTHS	WEAKNESSES	EVIDENCE	PRIORITIES FOR DEVELOPMENT
• Accessibility Plan is regularly reviewed and improvements are ongoing – Physical accessibility of school has improved e.g. playground and surrounding paths have now been resurfaced to ensure they are safe for wheelchair use and for pupils and adults with impaired mobility • Strong commitment from all stakeholders to ensure equality of access to the curriculum for all learners incl. personalised learning needs, Changing Lives Project and Nurture group provision for children with multiple vulnerabilities • Staff are trained to support children with specific medical needs, allergies, disabilities etc. For example, we have recently accessed specialist epilepsy training, Positive Handling etc. • Where appropriate, amendments are made to ensure any barriers are addressed for parents/carers, children or staff e.g. supporting staff with barriers/additional needs/disabilities. • Strong relationships between parents/carers and staff team incl. role of Inclusion Lead, Learning Mentor and SEN TA to support vulnerable families	• We are fully committed to ensuring an inclusive learning environment and fully meeting all individual children's needs with the resources available to us, and have been supported by the Westfield Family of Schools funding as the need for 1:1 support has implications on capacity as our school budget is extremely limited. This support from the SEND team and other agencies will again be integral next year to continue to meet the needs of children with multiple and complex needs. • Community wide approach to Equality needs to be further developed with clarity sought regarding workforce and lines of support on offer. • Gaps for some groups have widened e.g. PP and non PP children due to complex and multiple vulnerabilities in cohort • Some groups are under-represented in school	Accessibility Plan (also available on the website) Existing and revised policies Quality of existing practice Learning walks conducted by SLT and LGB Regular Family of Schools meetings of HTs and other senior staff – strong focus on additional needs and SEMH needs Data analysis from 2018-2019	• Due to complex and multiple vulnerabilities for some children last year, the gap in attainment and progress for some vulnerable children widened last year, and the gap needs to be closed • Although all recruitment processes in school are robust and follow agreed guidelines to ensure equality of opportunity, some groups are under-represented in our school community – incl. staff and Governing Body membership e.g. staffing profile is primarily female, with just 2 male members of staff – the School Clerk and Caretaker. This profile is consistent with staffing profiles in our sector. • Implementing new DfE RSE guidance into policy and practice fully in prep for Sept 2020 (statutory)

EQUALITY ACTION PLAN: 2019/2020

	PRIORITY	ACTION	RESOURCES	MONITORING	SUCCESS CRITERIA
1	To recruit high-quality applicants for available positions in the school community and continue to ensure equality of opportunity incl. for those from under-represented groups	• When seeking applicants to fulfil roles in school, e.g. new members of the Governing Body and staff members, the leadership team will work alongside HR and leaders of governance to proactively recruit high quality applicants incl. those from under-represented groups, whilst retaining equality of opportunity for all candidates with the necessary skill set in line with needs of sch • Where possible and practical, continue to encourage flexible working, and follow agreed policies and procedures to support staff.	HR and governance advice, as required	SLT GB	Continued equal opportunities in retention and staff recruitment and promotion practices, incl. professional development programmes and in membership of the Governing Body. Recruitment facilitates equal opportunities incl. high-quality applicants from under-represented groups.
2	To continue to facilitate inclusive provision personalised to meet the needs of all learners in order to narrow gaps for vulnerable or disadvantaged groups	• Pupil Premium Review to take place to evaluate effectiveness and help improve outcomes for Pupil Premium children in school • Regular information shared with parents/carers using newsletters, website updates, workshops, Changing Lives 1:1 sessions and SEND reviews etc. • Robust monitoring and evaluation of progress and attainment of vulnerable groups • Provision Mapping and analysis of quality first teaching and learning also additional interventions for vulnerable groups - Termly reviews of progress and evaluation of impact • Multi agency working/support of FoS SEND team to cont. to support children with complex SEND	GB updates Data for PP children and monitoring systems to evaluate Establishment of SALT interventions to meet needs of identified pupils	RH and JL SLT GB	Inclusion/SEND leader monitors gap analysis, updates School Improvement Report, and uses graduated response doc to diminish differences for most vulnerable learners. Quality of provision and care for vulnerable learners is exemplary. Progress of pupils in identified 'vulnerable' groups in-line or better than national markers. Pupil Premium expenditure is clearly accounted for and impact evident.
3	To review policy and practice re DfE RSE and Health Education 2020 framework in preparation for its implementation in Sept 2020	• The guidance is underpinned by The Equality Act 2010 in which religious belief, sexual orientation and gender reassignment are amongst the protected characteristics. • The new guidance indicates that schools should consult parents in the production and review of their RSE & Health Education policy. NB - In Primary schools, the guidance includes Relationship and Health Education and overwhelmingly concentrates on the happiness, health, safety and wellbeing of all children. • Policy and practice to be shaped in preparation for implementation in Sept 2020.	LA to produce guidance during the Autumn Term 2019, together with guidance to schools around policy.	PB LH GB	School policy and practice continues to be underpinned by the The Equality Act 2010. Parents/carers are consulted in the production and review of our RSE & Health Education Policy. Newly revised policy follows model and guidance recommended by Sheffield LA. New policy and guidance is agreed and is ready to be implemented into practice from September 2020.