

Equality Statement

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.

Springfield 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, 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.

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 unlawful discrimination, harassment, and victimisation
- 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.

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 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 upon the school's website

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms, to the Inclusion Committee of the school every Spring Term meeting

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

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.

Springfield Aim

To consistently achieve Floor targets at Key stage 2 and for 100% of children to make 2 levels progress from KS1 to KS2

Springfield Ethos

- Through our supportive ethos, our children feel safe and secure to learn and achieve and develop self respect, self worth and self determination.
- "Ubuntu – We are all Springfield" represents our common bonds while celebrating our diversity.

- We challenge children to recognise and meet their full potential through clear expectations, reflecting different learning styles and hands-on inclusive experiences.
- We make it our responsibility to provide a creative curriculum. It is individual to our children with inspirational ideas. It is effective in building upon prior knowledge, using the local and global community resources.
- Through family support and family learning we aim to build successful families.

Our equality evidence highlights:

The curriculum and ethos value diversity and shared values and is informed by the views of our pupils. Teaching and Learning is monitored through the Monitoring cycle and School Improvement Plan.

Age

- Our workforce profiling data highlights a staff with a range of ages from 22 to near retirement
- Given the age profile of our workforce we respect the experience staff bring and the enthusiasm of new entrants to the profession

Disability

- In January 2013 we have a significant number of children with a range of disabilities.
- In January 2013 we have 38% of children who are SEN.
- In January 2013 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 in an old Grade 2 listed building. This poses particular challenges for physical access. We have undertaken ongoing work to improve access including improvements to doors and toilet facilities to ensure greater physical access.
- We take a flexible approach towards making adjustments to support our disabled staff.

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.

Race

All staff are responsible for the achievement and progress of EAL and BME pupils however the Deputyhead is Inclusion leader and promotes high quality Teaching & Learning to raise attainment and progress of all pupils.98% of our pupils are from a BME background.

- 86% of our pupils have English as an Additional Language (EAL).
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- 29% of our staff is BME and includes both teaching and support staff, admin and premises
- 33% of our governors are BME.
- The school is home to a number of transient children from a BME backgroundwhose highly educated parents are either working or studying at the hospitals or university.

Religion or belief

We have frequent activity around religious observance including Eid assemblies and a nativity plus regular half termly assemblies led by various church leaders from different denominations which all children are invited to and all parents are given opportunity to give permission for their children to attend.

Our ethos is based on the acceptance and respect for diversity and respect for all people and beliefs as encapsulated in UBUNTU.

Gender

- Our staffing profile is largely 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.
- Our governing body is more gender representative, with 33% male.
- Within our school where possible and practical we encourage flexible working, and we have developed policies and procedures to support this process with a keen focus on meeting the needs of the school in addition.
- 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 and Inclusion Statement

- Well-organised arrangements for the care of all pupils is evidenced by the whole school ethos embraced by all staff where each child is known individually and valued for who they are and have their learning and emotional needs met. A new line was added to the school Behaviour Policy 2010 “Every child is an asset, never a liability.”
- The high mobility and varied vulnerabilities of pupils are understood by all staff in school SYSTEMS safeguarding procedures being good due to all staff being trained and experienced in identifying, listening, referring on and supporting children Learning Mentor/Inclusion Team have positive admission procedures for families and class teachers including a pre-CAF for a full picture of the child and pre admission research for vulnerable children.
- Support for children and families facing challenging circumstances is embedded as the Deputy Head, and Learning Mentor work closely with multi-agency workers supporting children and families from a wide variety of backgrounds, needs and difficulties including some children who come to us from Domestic Violence Refuge, Homeless Accommodation and Family Drug rehab unit. This ensures children have individual needs met.
- We have embedded systems for support and guidance as indicated by Weekly Inclusion meetings and work of Inclusion team involving multi agency working and exemplified in Case Study Files
- Pupils’ behaviour makes a strong contribution to good learning in lessons -in all lesson observations, behaviour is good as children are focussed, motivated and attentive whether in a whole class session, group , supported or independent learning.(see Monitoring File Lesson Observations 2010/11)
- School is a calm and learning focussed environment. Community cohesion and relations between different groups is GOOD as indicated by no Racial Incidents 2006-2011. Their behaviour is welcoming and positive. They behave considerately to each other
- Parents have said that behaviour is good at school and pupil surveys identify respect, being kind to new pupils and one child said “It didn’t use to be but it is now”. Visitors comment on the children’s welcoming enthusiastic nature.

Inclusion

		planning in Literacy and Maths		
To promote positive images and understanding of disability	Adults and children with disability	P4C work in 2012-13 to promote understanding and positive images of people with physical and mental disabilities Review of support for vulnerable pupils at dinner time and break times to ensure early identification and intervention	All staff Led by Deputy head	Children show increased respect for people with disability and hold increased positive images of disability Incidents reduced