



## Stannington Infant School Equality Statement

### Stannington Infant School Vision:

- ☉ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ☉ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ☉ To provide an inclusive, safe, secure, healthy and happy environment

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.

### Introduction

Stannington 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, 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:

- (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. The head teacher will demonstrate through personal leadership the importance of this policy. This will ensure that all staff are aware of this policy and understand their roles and responsibilities in relation to the policy. The head teacher will assess and monitor the impact of this policy through developing an action plan. The Governing body will take responsibility for monitoring this policy and obtaining regular reports on progress in relation to the agreed action plan.

### **Staff**

All staff will familiarise themselves with this policy and know what their responsibilities and duties are.

### **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 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 80% of our staff are currently aged under 50, and 20% over 50.
- The role of these colleagues is varied.

#### **Disability**

- In Sept 2024 we have a 2% of children with disabilities.
- In Sept 2024 we have 14% of children who are registered on the SEN support plan. 6% have an EHC plan
- In Sept 2024 we have 3% of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.
- We have very limited space and an issue for the school is the lack of provision for a safe time out space for any pupils who should need it.
- A major issue for our school is that we are a split level site. (staffroom & toilet) This poses particular challenges for physical access. We have undertaken work to improve accessible toilet facilities.
- Our curriculum and our assemblies include activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively

#### **Gender Reassignment**

- The school does not have any data in relation to gender reassignment for pupils within school.
- All of our policies and procedures are based on the model policies provided by Barnardos Positive Identities programme which is funded by the Government equalities Office and supported by the DfE.

#### **Marriage and Civil Partnership**

- We deliver strong teaching in PSHE which includes appropriate RSE (Relationship and Sex Education).
- We adopted the Jigsaw RSE scheme

#### **Pregnancy and maternity**

- All of our policies and procedures are Peak Edge Trust Policies in line with HR guidance.

### **Race**

- 10% of our pupils are from a BME background.
- 4% of our pupils have English as an Additional Language
- 3% of our staff are from BME background.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- The curriculum includes a range of activities and events to promote cultural awareness and which adds a global dimension.
- At present all Governors are white British

### **Religion or belief**

- We have frequent assemblies around religious observance. The curriculum includes visits to different places of worship on a rolling programme including church, mosque, Sikh and Hindu temples
- We seek to include visitors from different faith backgrounds to supplement our strong RE curriculum which includes teaching and learning about Christianity and other world faiths following the Sheffield SACRE Syllabus for RE.

### **Gender**

- In September 2024 48% of the pupils are boys and 52% of the pupils are girls.
- Our staffing profile is almost exclusively female. This profile is consistent with staffing profiles in our sector. Our governing body is more gender representative.
- 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**

- We do not collect or retain information in this regard.
- We actively seek to eliminate the use of homophobic language and any incidents are recorded and reported to the Governing Board as part of the Headteachers' termly report.

### **Cohesion**

- As a school we use Jigsaw scheme of work as an approach for PSHE planning and behaviour / bullying, and to enable all pupils to recognise and manage their own and other pupils' emotions and feelings we use Zones of Regulation.
- We have various events in school to celebrate diversity and to encourage interaction.
- We have an Arts week and anti bullying week. We develop Global Awareness through assemblies and other focus days eg Eco School.
- We have developed links with older members of our local community. We have parent and grandparent involvement in school life.
- We welcome members of our community to work as reading volunteers to support literacy or to support Forest School learning.
- The school embeds local facilities and resources (eg. Local churches, Library) in its curriculum.
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work through Save the Children.

### **Inclusion**

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, term of birth, FSM, Pupil Premium and SEN) and develop action points for the school accordingly.
- We have a well-developed nurture/pastoral capacity for pupils with additional needs.

## Annex 2

### Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Ongoing analysis of attainment and progress	Staff Pupils	Half termly analysis of pupil data Termly Pupil Progress Meetings involving relevant staff	HT DHT	Improved assessment for learning systems within school to ensure targeted intervention.
Continue analysis of vulnerable groups by identifying and planning provision for vulnerable groups	Staff Identified Pupils	Half termly analysis of identified pupil data Identification of potential issues with regard to vulnerable groupings Identification of provision for vulnerable groupings upon planning	HT DHT Inclusion co-ord	Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings. Analysis of teacher assessments / annual data demonstrates the gap is narrowing
Ensure that teaching materials promote diversity in terms of race, gender, different family structures and ethnicity through all curriculum areas.	All	Staff to ensure teaching resources reflect diversity and equality.		Diversity reflected in school ensures all pupils feel represented.
Support and tailored provision for pupils displaying complex needs	Identified Pupils	Identification of pupils requiring additional support Provision of nurture group in order to meet the needs of identified pupils	HT/ Inclusion co-ord	Focussed nurture capacity within the school, enabling pupils with more complex needs to engage productively
Mapping and analysing interventions for vulnerable groups, esp. SEN	Identified Pupils	Increase understanding of intervention waves Identify and record interventions at Wave 2 & 3 (through SEN support plan )	Inclusion co-ord	Coherent overview of provision within the school
Maintaining and improving monitoring arrangements for bullying incidents	Pupils	Maintain recording mechanisms for the monitoring of incident of bullying Maintain termly report of incidents to governing body	HT	On-going identification and recording of bullying incidents, in order to monitor appropriately
Pupil voice	Pupils	School council & class council Healthy Minds Champions Job Squad	HT School council lead	Maintain and further develop mechanisms to enable pupil voice
Governor Representation and Development	Governors Staff Pupils	Identify annual development session Maintain strategic policy, and link Governors	HT Chair	Promote involvement and engagement of governing body