



Equality Statement

Introduction

This 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.

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 or indirect discrimination, harassment, and victimisation or 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.

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 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

- As a school we view succession planning as a key priority. The age profile of our workforce is spread across all groups from 20-29 to 60+.

Disability

- We have a large number of children with a range of disabilities.
- We have approximately 38% of children who have Special Educational Needs.
- We currently have no members 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 occupy a split level site in a 50 year old building. This poses particular challenges for physical access. We have undertaken ongoing work to improve access, however the original site and architecture of the building makes complete physical accessibility a considerable challenge.
- 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 female workforce.

Race

- The school serves a majority of White British pupils however a large minority of pupils are from a range of other ethnic groups. The largest minority is of Black African ethnicity and includes children from a BME background who are or have been refugees and asylum seekers.
- The school has 13 of the 17 ethnic groups
- 48 % of our pupils are from a BME background.
- 29 % of our pupils have English as an Additional Language (EAL). We have a designated EAL Co-ordinator. We identify EAL provision in the curriculum. The curriculum includes a range of activities involving parents and international events within school.
- Our new creative curriculum provides many opportunities for learning about British culture including the multiplicity of cultures within Britain and the global perspective.
- We identify the needs of new arrivals. This includes a comprehensive induction process which has been found to have good impact on communication with parents, how well pupils settle into school, and their attainment.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- 5 of our staff are BME.
- 1 of our Governors is BME.

Religion or belief

- We have up-dated our R.E curriculum which is based on the Sheffield Agreed Syllabus.
- Our assemblies celebrate diversity. This includes our Weekly 'What's in the news?' and half termly celebration assembly to which parents are invited.
- Throughout their school life children make visits to different places of worship and we welcome visitors into school to lead class sessions and assemblies.

Gender

- We have 38 staff of which 87.8% female and 18% are male. Bankwood is a Good school and currently has a stable staffing. As the school is growing rapidly we are happy to have appointed 3 NQTs to join us in September 2018.
- Our governing body is more gender representative, with a male Chair and Governors and a good representation of females.
- 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 use a variety of resources to create a bespoke curriculum to develop effective relationships, 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 community that we serve.
- We have various events in school to celebrate diversity and to encourage interaction.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events e.g. reading volunteers, and in terms of visiting their contexts (eg. Christmas Choir Concerts in local sheltered housing).
- In addition to local links and activities, we have developed fundraising, for example charitable work for Comic Relief, Marie Curie, Cathedral Archer Project for the Homeless and Children In Need.

Inclusion

- We expect every lesson to be tailored to the needs of individual pupils.
- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, pupil premium and SEN) and develop action points for the school accordingly.
- We sign-post for parents and carers of pupils with SEN or complex needs to local support groups and use the MAST referral system to obtain Family Support as necessary.
- We have a well-developed nurture and pastoral support capacity for pupils with more complex emotional needs through our inclusive provision and through our Inclusion Team.
- We identify pupils with specific additional safeguarding needs through effective daily practice our half termly Every Child Matters meeting attended by MAST.
- We are part of the Newfield Family of Schools Pilot project which supports the development of inclusive practice through schools working in partnership together.

Annex 2

Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome	Rating
Improving physical access for our staff and pupils	Staff Pupils	Review potential access developments within AMP Review and maintain existing improvements	Property Manager Business Manager	Improved physical access arrangements for staff and pupils	
Ongoing analysis of attainment and progress	Staff Pupils	Termly analysis of pupil data Termly Pupil Progress Meetings involving relevant staff	HT SLT Phase leaders	Improved outcomes for individual pupils.	
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	Staff Identified Pupils	Termly analysis of identified pupil data Identification of potential issues with regard to vulnerable groupings Identification of provision for vulnerable groupings upon planning	HT SLT SENCo	Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings	
Support and tailored provision for pupils displaying complex emotional needs	Identified Pupils	Identification of pupils requiring additional support Implement individualised strategies to meet the needs of individuals including school based and external support Maintain recording mechanisms for the support and monitoring of pupils on of PSPs Maintain termly report re pupils displaying complex emotional needs to governing body	HT AHT SENCo	On-going identification of pupils with more complex needs and those who require a PSP so that appropriate support and monitoring enables them to achieve and attain well	
Maintaining and improving monitoring arrangements for bullying incidents	Pupils	Maintain recording mechanisms for the monitoring of incidents of bullying Maintain termly report of incidents to governing body Develop e-safety anti-cyberbullying practice in line with new E-safety Policy	Inclusion Team SENCo	On-going identification and recording of bullying incidents, in order to monitor appropriately	
Maintaining and improving monitoring arrangements for racist	Pupils	Maintain recording mechanisms for the monitoring of incidents of racism Maintain termly report of incidents to governing body	Inclusion Team SENCo	On-going identification and recording of racist incidents, in order to monitor	

incidents				appropriately	
Pupil voice	Pupils	Maintain developments with regard to School Council Use annual Pupil Questionnaire to establish pupil views.	School Council lead teacher	Maintain and further develop mechanisms to enable pupil voice	
Governor Representation and Development	Governors Staff Pupils	Identify annual development session Maintain strategic policy and develop Link Governor role.	HT Chair	Promote involvement and engagement of governing body	