

Sacred Heart Catholic Voluntary Academy

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.

Sacred Heart Catholic Primary 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 (including SEN)
- 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 characteristics; 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.

Eliminating harassment and bullying

The school will not tolerate any form of harassment or 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.

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 some 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 priority for our school.

Disability

- In September 2014 we had a small number of children with a range of disabilities.
- In September approximately 8% of children had SEN.
- In September 2014 we had no staff who had declared a disability. We are mindful that staff can be reluctant to declare a disability.
- Recent building developments have greatly improved access for all.
- We take a flexible approach towards making adjustments to support our disabled pupils, staff, parents and members of the public.
- 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 guidance of the Catholic Education Service (CES).

Marriage and Civil Partnership

- All of our policies and procedures are based on the guidance of the Catholic Education Service (CES).

Pregnancy and maternity

- All of our policies and procedures are based on the model policies of Nottinghamshire County Council.
- The school currently has a predominantly female workforce .

Race

- We carefully analyse pupil achievement with regard to ethnic and racial groupings, and develop action points for the school accordingly.

Religion or belief

- We have frequent assemblies, liturgies, prayer times and Masses.

Gender

- Our staffing profile is almost exclusively female, with a male headteacher and Caretaker. This profile is consistent with staffing profiles in our sector. As a school we are looking at ways to change our profiles.
- Our governing body is more gender representative.
 - 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 the CES and any pupil, parent, member of staff or the Governing Body would be supported as necessary.

Cohesion

- As a school we use a range of strategies to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings.
- We have various events in school to celebrate diversity and to encourage interaction.
- We have strong links with our Parish Community, with Parishioners regularly helping in school and supporting school events.

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, PP and SEN) and develop action points for the school accordingly.
- We have a well-developed pastoral capacity for pupils with more complex/emotional needs in the school.

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	<ul style="list-style-type: none"> Review and maintain existing improvements Further Sound Proofing by carpeting classrooms 	HT	Improved physical access arrangements for staff and pupils	
Ongoing analysis of attainment and progress	Staff Pupils	<ul style="list-style-type: none"> Termly analysis of pupil data Termly Pupil Progress Meetings involving relevant staff 	SLT	Improved assessment for learning systems within school	
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	Staff Identified Pupils	<ul style="list-style-type: none"> Termly analysis of identified pupil data Identification of potential issues with regard to vulnerable groupings Identification of provision for vulnerable groupings upon planning Breakfast Club made available to FSM/PP children 	SLT	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	<ul style="list-style-type: none"> Identification of pupils requiring additional support Support given through TA support or outside Agencies 	SENCO	Improved nurture capacity with the school, enabling pupils with more complex needs to engage productively	

Mapping and analysing interventions for vulnerable groups, esp. SEN	Identified Pupils	<ul style="list-style-type: none"> Identify and record interventions 	SENCO	Develop greater coherence and an improved overview of provision within the school	
Maintaining and improving monitoring arrangements for bullying incidents	Pupils	<ul style="list-style-type: none"> Maintain recording mechanisms for the monitoring of incident of bullying Maintain Annual report of incidents to governing body 	HT	On-going identification and recording of bullying incidents, in order to monitor appropriately	
Pupil voice	Pupils	<ul style="list-style-type: none"> Maintain developments with regard to school council Maintain worry boxes' 	DHT	Maintain and further develop mechanisms to enable pupil voice	
Governor Representation and Development	Governors Staff Pupils	<ul style="list-style-type: none"> Maintain Gov monitoring group, and pupil work monitoring 	HT	Promote involvement and engagement of governing body	