



Coit Primary EQUALITY STATEMENT

September 2020

Name of school: Coit Primary School

Member of staff responsible: J.Eagleton

Review date 1.9.21

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 2017.

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. This policy is for all pupils, parents, staff and governors irrespective of age, race, disability, sexual orientation, sex, marriage and civil partnerships, gender reassignment, religion and beliefs.

Signature:

Headteacher.....

Date.....

Signature:

Chair of Governors.....

Date.....

Introduction

Coit Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010 including (Specific Duties and Public Authorities) Regulations 2017.

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

These characteristics are explained in more detail at the end of this document.

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:

- eliminate unlawful discrimination, harassment, and victimisation
- advance equality of opportunity; and
- foster good relations

***Discrimination** means treating someone less favourably than a “comparator”.*
***Harassment** (a form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.*
***Victimisation** means discrimination because of a previous complaint or supporting someone’s complaint.*
The extended scope** of the Equality Act includes discrimination by **association** or based on **perception

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 Full Governing Body of the school.**

Reviewing and Revising the Equality Statement

We will review and revise the Statement no later than one year 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 a staff profile consisting of staff who are under 40s and over 40. 17 < 40 and 19 > 40
- All our policies and procedures are based on model policies of Sheffield City Council and we will always take these into account when carrying out recruitment

Disability

- In September 2020, we have a very small number of children with a range of disabilities
- In September 2020, we have 10.9% of children who are SEN (22 pupils under categorisation for SEND)
- In September 2020, we have 0 members of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.
- We have disabled access to all classrooms in the main building and to the mobile classroom
- A permanent hoist to support pupils with a disability who may require toileting support has been added to our facilities to support pupils and staff with a disability.

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.

Ethnicity Data September 2020

- 15% of our pupils are from a MEG (Multi Ethnic Groups) background.
- 4.5% of our pupils have English as an Additional Language (EAL).
- 0.5% Black Caribbean pupils
- 0.5% White/other Asian pupils
- 5% White and Black Caribbean pupils
- 3% Indian
- 1.5% Pakistani
- 2.0% Chinese
- 1% Any other Asian background
- 2% Any other mixed background
- 0.5% Gypsy/Roma
- 2.5% Refused ethnicity
- 79.5% White British
- We carefully analyse pupil achievement with regard to MEG /EAL groupings, and develop action points for the school accordingly.
- The curriculum includes a range of activities involving parents and international events within school,
- 0% of our governors are from multi-ethnic groups

Religion or belief

- We have frequent activity around religious observance.
- The children make visits to different places of worship.
- We invite people from different faiths into school to deliver assemblies/workshops

Gender

- Our staffing profile is mostly female with 2 male teachers and one male member of the premises staff. We currently have 36 staff in total
- Our governing body is comprised of 9 females 3 males, a female chair and a male vice chair.
- We work to actively make our governing body representative of the community that we serve.
- Flexible working is considered where possible and practical.
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly.

Sexual orientation

- Although 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 tackle bullying robustly and we enable pupils to recognise and manage their own and other pupils' emotions and feelings across the curriculum.
- We have introduced a PSHE scheme of work which covers **3 core areas 1) Health and Well-being 2) Relationships 3) Living in the wider world**
- 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. Family assemblies, Christmas Choir Concerts Grandparent visit days
- The school is developing-good links with local businesses and shops
- The school embeds local facilities and resources (eg.Whirlow Hall Farm; St John's Church, Sheffield Cathedral, Sheffield Buddhist Centre, Sheffield Synagogue, Ecclesfield Comprehensive and Ecclesfield Primary, High Green Swimming Baths, Weston Park Museum, Whitely Woods, Chapeltown Park) in its curriculum, In addition to local links and activities, we have developed international links and fundraising, for example charitable work around an orphanage in Malawi, Sport Relief, Comic Relief

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, MEG, EAL, FSM, Pupil Premium G&T New starters, SEND) and other vulnerable pupils and develop action points for the school accordingly.
- We have established a support group for parents/carers of pupils with SEND/complex needs Educational Needs), with termly meetings within the school in the form of structured conversations
- We have a well-developed nurture/pastoral capacity for pupils with more complex/emotional needs Peer Mediators/Friendship Room and external learning mentor, external counsellors, MAST support.

GDPR

- The information gathered for the purposes of monitoring the Equalities policy will be used solely for this purpose. It will only be accessible to school staff/governors involved with dealing with activities related to the Equality Policy. Ethnicity and disability data is held on our SIMS data base.
- Bullying data is held on our CPOMS system and when a child moves to a new school the data is passed to the next school.

Annex 1

Protected characteristics

This page gives you more information on each of the nine protected characteristics.

Age

Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

Disability

A person has a disability if she or he has a physical or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. [1]

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

[1] Section 1, Marriage (Same Sex Couples) Act 2013, Marriage and Civil Partnership (Scotland) Act 2014.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Annex 2

Our Equalities Objectives and Action Plan set out the following actions:

| Equality Objective | Characteristic affected | Finish by | Lead | Monitoring by | Outcome |
|--|--------------------------------|------------------|-------------|--|----------------|
| To reduce the gap between attendance of SEN and NON SEN pupils | SEND pupils | July 2021 | GR | SENCO and Governors | |
| Improve knowledge skills and attitudes to enable all pupils to appreciate and value difference and diversity- Gender stereotypes | Race Gender | July 2021 | Teachers | Governors | |
| Improve the participation and engagement of different groups of parents | Race | July 2021 | GR | Attendance at workshops, family assemblies | |
| | | | | | |

Annex 3

| Objective | Action | Finish by | Lead | Cost | Monitoring by and how | Outcome |
|--|--|-----------|-----------|---|--|---------|
| Improve disabled access | <p>a) Construction of a ramp to provide access for wheelchair users into the quadrant</p> <p>b) Construction of a new footpath around the bungalow and ramp for access to the rear door.</p> | July 2021 | JE | <p>£390.00 + £625.00 (both quads)= £1.015.00</p> <p>AMK:£2,170.00</p> | Premises Governors | |
| To continue the support and access to tailored provision for pupils displaying complex emotional needs | <p>Early identification of pupils requiring additional support</p> <p>Completion of FCAF</p> <p>Establishment of nurture group in order to meet the needs of identified pupils</p> | ongoing | GR | | <p>Time taken to appoint external support</p> <p>Locality dashboard</p> <p>Attendance</p> <p>Attainment Data</p> | |
| To reduce the gap between attendance of SEN and NON SEN pupils | Investigate reasons for absence | July 2021 | GR | nil | Attendance | |
| To increase the diversity of the governing body representat | Advertise more widely to recruit governors of different cultures/faiths | July 2021 | EHT Chair | nil | Governing body structure data | |

| Objective | Action | Finish by | Lead | Cost | Monitoring by and how | Outcome |
|---|---|-----------|----------|------|-----------------------|---------|
| ion | | | | | | |
| Improve knowledge skills and attitudes to enable pupils to appreciate and value difference and diversity-different faiths | Increase number of visitors from other faiths and cultures Increase visits to a range of places of worship | July 2021 | Teachers | £200 | Pupil voice | |

Annex 4

Lifelong Learning Skills and Communities

Guidance for Schools on Community Cohesion

What is meant by Community Cohesion?

Community Cohesion is about recognising, supporting and valuing diversity. It is about creating an environment where there is mutual respect and appreciation of the similarities and differences that make people unique.

Community Cohesion is what needs to be promoted in all communities to enable different groups of people to get on well together.

This is based on three fundamental principles:

- People from different backgrounds having similar life opportunities
- People knowing their rights and responsibilities
- People trusting one another and trusting local institutions to act fairly

It is also based on promoting three key ways of living together;

- A shared future vision and sense of belonging for all communities,
- A focus on what new and existing communities have in common, alongside a recognition of the value of diversity
- Strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and within neighbourhoods

What does this mean for schools?

For schools the term 'Community' has a number of dimensions including:

- **The school community:** the children and young people, their parents, carers and families, the school's staff and governing body, community users of the school's facilities and services;

- **The community within which the school is located:** the school in its geographical community and the people who live and work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located.
- **The UK community:** all schools are by definition part of this community.
- **The Global community:** formed by the EU and international links



Will Ofsted Inspectors grade schools for Community Cohesion?

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote Community Cohesion. However the requirement for inspectors to grade schools on their statutory duty to promote community cohesion was dropped. Nevertheless research suggests that interventions in the classroom can make a real difference to this agenda.

Community Cohesion is a core part of what education is. Whether or not schools have a formal duty to promote community cohesion, every school needs to prepare its pupils to grow up in the world we live in. Respecting, celebrating and interacting with people from different backgrounds and cultures are important parts of the preparation that schools need to give their pupils.

If a school is to successfully fulfil its Equality duty, promoting Community Cohesion is a key requirement. Schools should focus on faith, ethnicity and culture, and socio-economic factors but also demonstrate:

- that it understands the context of its own community;
- that it has planned and taken an appropriate set of actions;
- and that there is evidence of the impact of these actions.

The three core questions that schools need to ask themselves such as:

1. What do we you know about the context of our school in respect of Community Cohesion?
2. Have we planned and taken an appropriate set of actions to promote Community Cohesion?
3. What impact are we having?



What do schools need to do to promote Community Cohesion?

Community Cohesion can be promoted through all aspects of school life in:

- **Teaching and learning;** teaching pupils to understand others, and promoting discussion and debate about common values and diversity.
- **Equity and excellence:** removing barriers to access and participation, and offering equal opportunities to all pupils to succeed at the highest level possible.
- **Engagement and ethos:** providing opportunities for children, young people and their families to interact with others from different backgrounds.

As a starting point, schools build Community Cohesion by promoting equality of opportunity and inclusion for different groups of pupils within a school. But alongside this focus on promoting equality and a strong respect for diversity, they also have a role in promoting shared values and encourage their pupils to actively engage with others to understand what they have in common.

For schools where the pupil population is less diverse or predominantly of one socio-economic, ethnic, religious, or non-religious background more will need to be done to provide opportunities for interaction between children from different backgrounds.

The following is a step-by-step guide to assist schools in carrying out Community Cohesion work.

Step One



Nominate a person (preferably senior with knowledge of key issues) to lead on cohesion. This person is the focal point but must **not** work in isolation. They should have regular meetings to update headteacher, senior leaders and governing body.

Step two



Lead person pulls together any information, data or research that is already available in relation to the school for example pupil, teacher, school staff and governor diversity profile, attainment results, exclusion data and demographics of the local community. Find out about local community groups, local faith organisations, community language schools and Madrasahs, out of school clubs and activities. Keep this information on hand to refer to and understand the bigger picture.

Step three



Start by referring to the school's vision, values and ethos. Has the school a welcoming atmosphere, does it feel inclusive with, for example, multi-ethnic displays that promote all cultural values? If not can this be changed?

Step four



Produce an Equality/Community Cohesion action plan and focus on the outcomes. Think about how you intend to measure equality and cohesion and the evidence you need to gather. Start by including the following headings on the Equality Cohesion action plan: Teaching and Learning, Equity and Excellence and Engagement and Ethos

Step five



Teaching and Learning

Work with headteacher/teacher to develop a curriculum which values diversity and the rights of the individual, respecting difference and promoting commonalities. This could be facilitated in RE, history, art, citizenship, geography, literature, PSHE. To get further help on how to do this visit:

<http://www.teachernet.gov.uk>

Possible evidence: Community Cohesion is part of the curriculum, respect for all is held in high esteem.

Further support from Huda Ahmed. Huda.ahmed@sheffield.gov.uk tel 0114 2296146
Mobile 07814872475

Step six



Equity and Excellence

Develop a facilitated structure for open discussions on, for example, the significance and principles of equality and fairness.

- Promote awareness on how justice and human rights apply to daily life and the wider and global community.
- Conduct open safe debate in assemblies, group workshops either in the classroom or outside of school activities, school council, mentoring, parent forum, governors meeting, and teacher and staff meetings.
- Promote joint activities with neighbouring schools, sports, theatre production, cultural evenings, and celebration of important dates and joint parent activities.

To get further information visit :

<http://www.equalityhumanrights.com/your-rights/> or

<http://www.cohesioninstitute.org.uk/AboutUs/Services/SupportingSchools>

Possible evidence: Equality/cohesion awareness is raised amongst teaching and non-teaching staff and governors, behaviour policy is adhered to and school data shows that Racist/homophobic /bullying incidences are low and / or decreasing. There is a structure for pupil voice and learners believe in democracy.

Step Seven



Engagement and Ethos

- Work with the schools' extended services, Sheffield Children's University, local community and relevant agencies to organise joint activities and shared events.
- Create opportunities for different groups(for example mixed gender , age or backgrounds) to share facilities and work together; for example mentoring projects reading schemes, young people offering ICT support, community placement schemes, young volunteers leading out of hours activities, the use of drama.
- Set up parent coffee mornings and build up to a parent forum with regular meetings and discussions. Talk about the barriers to learning, focus on the solutions and build positive relationships.
- Develop activities that skills the parent to support their child such as family learning or English language classes and general information about the education system.
- Build links with faith organisations/Madrasahs/ community language schools, study support and promote more joint working.
- Invite inspirational speakers and young role models to the school.
- Work with neighbouring schools, parents and governors to share good practice and assist parents to organise joint events with parents from neighbouring schools such as international day events, sports events

To get further information on community language schools/Madrasah/community groups contact Huda Ahmed. Huda.ahmed@sheffield.gov.uk further information and knowledge about Sheffield's diverse communities visit the following web page:

<https://www.sheffield.gov.uk/your-city-council/sheffield-profile/community-knowledge-profiles.html>

Possible evidence: All members of the community feel welcomed, safe in the school and valued and respected by the people there. School demonstrates wide and comprehensive understanding of community; Community groups and parents and

young people contribute to school visioning

