



GREENGATE LANE ACADEMY

EQUALITY STATEMENT

September 2021

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.

Signature: -

Principal.....*K Robinson*.....

Date...*01/09/2021*.....

Signature: -

Chair of Governors....*S Merrywest*.....

Date...*01/09/2021*.....

Introduction

Greengate Lane Academy 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 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

- Our workforce profiling data highlights that a relatively high proportion of our staff are currently aged 30 or over.
- This means it is likely that staff will stay on to pursue career progression within school.

Disability

- In September 2021 we have a small number of children with a range of disabilities.
- In September 2021 we have 15.74% of children who are SEND.
- As a school which previously housed an IR for children with disabilities our access arrangements are good.
- 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 and Astrea Academy Trust.

Marriage and Civil Partnership

- All of our policies and procedures are based on the model policies of Sheffield City Council and Astra Academy Trust.

Pregnancy and maternity

- All of our policies and procedures are based on the model policies of Sheffield City Council and Astrea Academy Trust.

Race

- 7.41% of our pupils are from a BME background.
- 4.17% of our pupils have English as an Additional Language (EAL).
- The curriculum includes a range of activities involving parents and international events within school, such as children coming in traditional dress, cooking events etc.

Religion or belief

- We have activity around religious observance. The children make visits to different places of worship.
- We also invite parents to take part in festivals.

Gender

- Our current staffing profile is made up of 22.22% of male and 77.78% female staff. This profile is a positive aspect of our school providing a range of role models
- Our governing body is 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

- 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 Jigsaw as an approach 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 communities that we serve.
- We have various events in school to celebrate diversity and to encourage interaction.
- We are part of a Multi Academy Trust – Astrea Academy Trust – where there are currently 27-member schools across Sheffield, Barnsley, Doncaster and Cambridge.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events and in terms of visiting their contexts (eg. Christmas Choir Concerts)
- The school embeds local facilities and resources (e.g. Local supermarkets, Victorian Classroom)

Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, FSM, vulnerable and SEND) and develop action points for the school accordingly.
- We have instigated a programme of support for parents of children 0-3 in order to help children develop appropriately and identify needs and offer support/ interventions as early as possible.
- We use the NELI programme to address the low levels of CLL skills of children entering school. It also identifies issues early which are then addressed by targeted intervention.
- We have a whole school primary focus on developing reading as fundamental in preparing children for their future success.
- We have a wide variety of opportunities to involve and engage parents/ carers in their children's learning and development.
- We offer outstanding pastoral support to all children, particularly those which are most vulnerable through a range of exciting and interesting interventions and support programmes.

- We seek to offer a range of exciting experiences both curricular and extra curricular to enhance learning, knowledge and understanding of the world and to raise aspirations.
- We challenge our children to develop generic thinking skills and particularly to be aware and informed about the world around them local, national and international.

Annex 2

Equalities Objectives and Action Plan

| Objective | Who is affected | Actions | Lead | Outcome | Rating |
|---|--|---|---|---|--------|
| Ongoing analysis of attainment and progress | <ul style="list-style-type: none"> Staff Pupils | <ul style="list-style-type: none"> Half Termly analysis of pupil data Termly Pupil Progress Meetings involving relevant staff | Principal Asst. Principal Phase Leaders | Improved assessment for learning systems within school | Form |
| Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups | <ul style="list-style-type: none"> Staff Identified Pupils | <ul style="list-style-type: none"> Half Termly analysis of identified pupil data Identification of potential issues with regard to vulnerable groupings Identification of provision for vulnerable groupings upon planning | Principal Asst. Principal | Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings | Form |
| Support and tailored provision for pupils displaying complex emotional needs | <ul style="list-style-type: none"> Identified Pupils | <ul style="list-style-type: none"> Identification of pupils requiring additional support Nurture group in order to meet the needs of identified pupils | Principal SENCo Asst. Principal LM | Improved nurture capacity with the school, enabling pupils with more complex needs to engage productively | |
| Mapping and analysing interventions for vulnerable groups, esp. SEND | <ul style="list-style-type: none"> Identified Pupils | <ul style="list-style-type: none"> Provision mapping of both SEND and vulnerable groups) | Principal SENCo Asst. Principal LM | Develop greater coherence and an improved overview of provision within the school | Form |
| Maintaining and improving monitoring arrangements for bullying incidents | <ul style="list-style-type: none"> Pupils | <ul style="list-style-type: none"> Maintain recording mechanisms for the monitoring of incident of bullying | Principal LM DSL | On-going identification and recording of bullying incidents, in order to monitor appropriately | Form |
| Pupil voice | <ul style="list-style-type: none"> Pupils | <ul style="list-style-type: none"> Maintain developments with regard to school council | LM | Maintain and further develop mechanisms to enable pupil voice | Form |
| Governor Representation and Development | <ul style="list-style-type: none"> Governors Staff Pupils | <ul style="list-style-type: none"> Maintain strategic policy, and class, link | Principal Chair | Promote involvement and engagement of governing body | Form |