



EQUALITY STATEMENT

Adopted

JANUARY 2017

To be Reviewed

JANUARY 2020

Equality Statement

Introduction

Our Equality Statement sets out our approach to meeting the general and specific requirements of the Public Sector Equality Duty for our school as outlined 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.

Signature:

Headteacher.....

Date.....

Signature:

Chair of Staffing & Curriculum

Date.....

Introduction

Seven Hills School have developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

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 act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, and 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.

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

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 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 make relevant training accessible to all staff.

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 on the school's website.

Reporting our progress

We will report progress against our Public Sector Equality 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 ie information and objectives are set out in Appendix 1 and 2.

Appendix 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 the equality information we have:

- Identified evidence already in school within policies and practice and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed our effectiveness in terms of equality.

1. Summary of our equality evidence:

- In relation to RACE, the evidence we hold tells us 100% of ethnic minority students make expected progress in reading, writing and number. 38% of ethnic minority students make above expected progress in reading, 28% of white British students make above expected progress in reading. 34% of ethnic minority students make above expected progress in number, 31% of white British make above expected progress in number.
- In relation to DISABILITY, the evidence we hold tells us 100% of students with PMLD make expected or above expected progress in reading, writing and number. 99% of students with SLD make expected or above expected progress in reading, writing and number, whilst 92% of students with MLD make expected or above expected progress in reading, writing and number.
- In relation to GENDER, the evidence we hold tells us 100% of boys made expected or better than expected progress in number. 97% of girls made expected or better than expected progress in number. 99% of boys made expected or better than expected progress in reading. 97% of girls made expected or better than expected progress in reading. However 38% of boys made better than expected progress in reading compared to 25% of girls. 98% of girls made expected or better than expected progress in writing. 97% of boys made expected or better than expected progress in writing. 23% of girls made better than expected progress in writing compared to 32% of boys.
- In relation to GENDER RE-ASSIGNMENT , the evidence we hold tells us we have no identified group.
- In relation to AGE, the evidence we hold tells us we have appropriate expectations for students with differing levels of disability and these are related to their age and school phase.
- In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us we fully fulfil our responsibilities in relation to maternity leave, risk assess and adjusted duties during the maternity period.
- In relation to RELIGION AND BELIEF , the evidence we hold tells us 100% of students with a declared religious belief make expected progress in reading, writing and number. Of those with no religious belief 97% make expected progress in reading, 96% make expected progress in writing and 98% make expected progress in number. In relation to above expected progress 31% of students with religious beliefs make above expected progress in reading, whilst 33% of students with no religious belief make above expected progress. In number 37% of students with religious beliefs make above expected progress, whilst 29% of students with no religious belief make above expected progress.
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us we have no identified group.

2. Summary of how we currently engage with protected groups :

- In relation to RACE, our self-evaluation tells us ethnic minority students are performing better than their white British counterparts in relation to expected progress in reading, writing and number.
- In relation to DISABILITY, our self- evaluation tells us PMLD and SLD students are performing very well against expected progress, MLD are the least effective group in making expected progress although the margins are very small.
- In relation to GENDER, our self- evaluation tells us boys are doing particularly well in making above expected progress in reading and writing. School needs to monitor these outcomes for a further term and then consider positive action to raise standards in reading and writing across the school for girls, to ensure more girls make above expected progress in these two areas.
- In relation to GENDER RE-ASSIGNMENT, our self -evaluation tells us we have no identified group.
- In relation to AGE, our self- evaluation tells us we do not discriminate.
- In relation to PREGNANCY AND MATERNITY, our self- evaluation tells us we do not discriminate.
- In relation to RELIGION AND BELIEF, our self- evaluation tells us students with a religious belief do incredibly well in making expected progress – slightly better than those students with no declared religious belief. However the statistical difference amounts to one or two students and therefore is not significant.
- In relation to SEXUAL ORIENTATION , our self- evaluation tells us we have no identified group.

3. Summary of our equality analysis – for example how effective and influential we think we currently are in achieving the three aims of this duty for each of the protected groups :

- In relation to RACE, our judgement is outstanding achievement is attained.
- In relation to DISABILITY, our judgement is outstanding achievement is attained – we are implementing gifted and talented groups and intervention groups for abler students.
- In relation to GENDER, our judgement is we need to monitor the performance of girls in relation to above outstanding criteria and ensure enough girls are reaching this standard in reading and writing,

we will know if this has become a pattern from the next data collection point in January 2017.

- In relation to GENDER REASSIGNMENT, our judgement is not applicable at present
- In relation to AGE, our judgement is outstanding
- In relation to PREGNANCY AND MATERNITY, our judgement is outstanding .
- In relation to RELIGION AND BELIEF, our judgement is outstanding achievement is attained.
- In relation to SEXUAL ORIENTATION , our judgement is not applicable at present

Cohesion

- We use our PHSE curriculum as an approach to develop personal and social skills and to teach anti-bullying. This also enables pupils to recognise and manage their own and other pupils' emotions and feelings.
- The RE curriculum promotes tolerance, understanding and respect for different beliefs and cultures including islam, buddhism, christianity, Judaism.
- Our creative curriculum includes a variety of opportunities to celebrate diversity and to encourage inclusion.
- We are a co-located school and have strong links with our partner school sharing areas of the building and embarking on joint projects for example the woodland walk, sharing of horticulture resources, joint performances in the annual dance show, liaison between two school councils , etc.
- Our swimming pool is a community resource and is used by other schools for swimming during the school day and it is used by swim school for lessons in the evening. A community dance group for students with SEND also works from our school.
- We have developed links with local charities, we fundraise for the Archer Project and St Wilfreds project. We also fund raise for Mc Millan and Jeans for Genes each year.
- We embed the use of local facilities and resources (e.g.City College; Weston Park Museum, Norfolk Park) in our curriculum.

- We run a music and arts transition project which includes some of our feeder primary schools and gives us the chance to go out and teach in primary settings.
- We contribute to the national Shakespeare project by performing a Shakespeare play in a local theatre for a public audience.
- In addition to local links and activities, we are developing international links and encouraging our children to become involved in the wider world through fundraising and gaining an appreciation of the challenges children face globally.

Inclusion

- Our aim is to provide opportunity for our children to learn to be as socially independent and confident as possible. As part of inclusive practice we also value the development of the skills of inter-dependence and co-operation.

Our school is fully inclusive and equity of opportunity is offered across all activities and learning.

Appendix 2 Equalities Objectives and Action Plan (reviewed in Spring 2020)

Objective	Who is affected	Actions	Lead	Outcome
Ensuring there is disability access to the proposed new learning areas	<ul style="list-style-type: none"> • Students • Staff 	<ul style="list-style-type: none"> • Liaison with planning groups for the woodland walk • Liaison with design company for the sports hall 	HT SMT All Saints	
Ongoing analysis of attainment and progress for all students – monitoring currently for attainment for girls – above expected progress in reading and writing.	<ul style="list-style-type: none"> • Staff • Students 	<ul style="list-style-type: none"> • B Squared to inform progress • CASPA to summarise termly /yearly progress • Teaching staff to identify and activate intervention requirements. • Vulnerable groups analysis termly 	CR LT	
Promoting the attainment of MLD students, ensuring they are able to make above expected progress where possible.	<ul style="list-style-type: none"> • Staff • Students 	<ul style="list-style-type: none"> • Intervention groups • Gifted and talented groups to ensure more students attain entry level 3 qualifications in English and maths. 	CR LT TBY AH	
Support and tailored provision for pupils displaying complex emotional/ behavioural needs	<ul style="list-style-type: none"> • Identified Students 	<ul style="list-style-type: none"> • Identification of pupils requiring additional support • Formulation of personalised learning strategies / nurture/small group opportunities • Planning physical space in school for students which is both safe and appropriate to their needs. 	CR BST	
To monitor and increase the use of language interpreters in school to support key events during the school year	<ul style="list-style-type: none"> • Staff • Families 	<ul style="list-style-type: none"> • Identify the events in school when an interpreter will be booked – annual reviews, parents evenings, parent events. • Identify one off events such as attendance or safeguarding issues 	LT Office staff	
Continuing to create a strong curriculum around Preparing For Life in Modern Britain				

Monitoring our engagement with different groups within the community, for example parents, community projects, charities, faith groups.	<ul style="list-style-type: none">• Staff• Students• Governors• Families	LT team will monitor and report to governors termly through the HT report on partnership work and events in school which link us to our community partners.	LT	
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