



# Mundella Primary School Equality Statement

Date Created/Updated: September 2019

Date to be Reviewed: 2022

## Introduction

Mundella 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'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
- gender
- sexual orientation



Mundella School: A school which promotes respect and healthy living  
and where everyone feels valued and able to reach their full potential

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.

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 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 i.e. to the sub-committees of the Governing Body.

### **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 i.e. information and objectives set out in 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 the equality information, we have:

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

Our equality evidence highlights:

### Age

- Our workforce profiling data highlights that 37% of our staff are currently over 45; with 10% being over 55.
- Given the age profile of our workforce, we view succession planning as a key priority for our school

### Disability

- We have a small number of children with disabilities
- We have a small number of staff who have declared a disability and we are mindful that staff can be reluctant to declare a disability. We have been flexible in agreeing adjustable working days for staff with disabilities.
- We have 12.1% of children with SEN – 4.1% having a statement or educational health care plan. This is higher than the National average
- We meet the needs well of children with SEND – over 50% are from outside our catchment.
- We have disabled access to all areas of the school – including a call point button at the main entrance.
- We have supplied ergonomic furniture and resources for staff and pupils as required
- Our fire drill includes a Personal Emergency Evacuation Plan
- Makaton is used widely throughout school to support communication

### 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 approximately 65% of females of child bearing age

### Race

- 12% of our pupils are from BME backgrounds
- 16% of Gifted and Talented pupils are from BME backgrounds
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly
- We have a varied racial make-up of governors and volunteers
- We have a robust system of reporting and reviewing racial incidents
- We have outstanding behaviour underpinned by a strong ethos of tolerance and understanding

## Religion or belief

- We have themed RE days each half term which aim to increase understanding and respect for all faiths
- We have close links between the RE days and our PSHE themes to further reinforce positive messages
- We attend the local church for Harvest Festival

## Gender

- 7% of our workforce is male
- 27% of the Governing Body is male
- 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 have outstanding behaviour underpinned by a strong ethos of tolerance and understanding. Our PSHE curriculum enables 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 a group of Junior wardens who support in the local community – including a local care home
- We hold an annual parade which is well supported by the local community
- We work alongside our local PCSO who supports initiatives within school and the local community
- We hold regular fund-raising events
- We have good links with our local secondary school

## Inclusion

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within school (gender, BME, FSM, EAL and SEN) and develop action points for the school accordingly
- We are developing a resource, the Nurture Room, to offer additional learning experiences for our more vulnerable children with SEND
- We have 10.7% of children receiving SEND support and additionally 4.1% of children having a statement or EHCP. The National Average for these is 12.1% and 1.3%. Over half of these children are from outside our catchment area – the parents opt to come here because of the good reputation we have for managing the needs of children with SEND.
- We have an excellent Learning Mentor who ensures the emotional needs of the children with SEND are catered for. The Learning Mentor also offers support and guidance to the parents of children with SEND
- Our Headteacher and SENCO are involved in visiting all schools in the locality to consider the needs of children with SEND.
- We have a 'Sparkle Room' where children can access an area for quiet contemplation, relaxation and sensory stimulation

## Vulnerability

- Our Learning Mentor works with vulnerable parents and children and also encourages interaction with external professionals. She is not timetabled to be in a classroom and is always available to parents
- 13% of our children are eligible for pupil premium and are well supported by teaching staff, teaching assistants and our learning mentor
- We are developing an 'Aspire' programme for our Y6 children who are eligible for pupil premium. This includes a visit to experience a profession in which they have shown an interest

## Annex 2

### Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Outcome	When
New staff to become familiar with Makaton signs	<ul style="list-style-type: none"> <li>Parents</li> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>To offer Makaton sessions for new staff</li> <li>Lisa Hunt to be released to run these</li> </ul>	Staff able to use Makaton signs to support children	Ongoing
Ongoing analysis of attainment and progress	<ul style="list-style-type: none"> <li>Pupils</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Termly analysis of pupil data</li> <li>Termly Pupil Progress meetings involving relevant staff</li> </ul>	Improved targeted support for pupils falling behind	Ongoing
Development of a Nurture Room	<ul style="list-style-type: none"> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a nurture room to provide a suitable environment for a nurture group</li> </ul>	Improved provision, and hence improved progress, for children with SEND and/or high vulnerability	Ongoing
Pupil voice	<ul style="list-style-type: none"> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Further develop School Council</li> </ul>	Children feel confident they are heard - less incidents of arguments/ inappropriate remarks	Ongoing
Include SEEP in Fire Plan	<ul style="list-style-type: none"> <li>Visitors</li> </ul>	<ul style="list-style-type: none"> <li>Produce SEEP</li> </ul>	System in place for emergency evacuation of disabled visitors	Done
Continued Development of Aspire programme	<ul style="list-style-type: none"> <li>Pupils eligible for Pupil Premium</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate visits for all Y6 children who are eligible for PP</li> </ul>	Increased motivation of pupils	Ongoing