**Stocksbridge Nursery Infant School Vision:**

Our vision is one of confident and responsible pupils, who are independent, happy and motivated to enjoy learning.

They will have high expectations for themselves and have access to a stimulating, broad and balanced curriculum which enables them to meet their maximum potential.

Our children will act as caring, tolerant young citizens who are respectful of themselves and others.

They will have a wide range of skills to enable them to be good communicators in a variety of ways.

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.

# Introduction

Stocksbridge Nursery Infant 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
* 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 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:

1. eliminate unlawful discrimination, harassment, and victimisation
2. advance equality of opportunity; and
3. 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. The head teacher will demonstrate through personal leadership the importance of this policy. This will ensure that all staff are aware of this policy and understand their roles and responsibilities in relation to the policy. The head teacher will assess and monitor the impact of this policy through developing an action plan. The Governing body will take responsibility for monitoring this policy and obtaining regular reports on progress in relation to the agreed action plan.

# Staff

All staff will familiarise themselves with this policy and know what their responsibilities and duties are.

# 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 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 83% of our staff are currently aged under 50, and 17% over 50.
* The role of these colleagues is varied.

# Disability

* In Sept 2024 we have 0.5% of children with disabilities.
* In Sept 2024 we have 11% of children who are registered on the SEN support plan. 2% have an EHC plan
* In Sept 2024 we have 4% of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.
* A major issue for our school is that we are a split level site. This poses particular challenges for physical access. We have a disabled toilet and ramps to most doors.
* Our curriculum includes activities designed to increase pupils’ awareness of disability issues, and to promote disability issues positively e.g through posters, visitors.

# Gender Reassignment

* The school does not have any data in relation to gender reassignment for pupils within school.
* 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.
* We deliver strong teaching in PSHE which includes appropriate RSE (Relationship and Sex Education). •
* We adopted the new RSE scheme created by Sheffield Local Authority in September 2020

# Pregnancy and maternity

* All of our policies and procedures are based on the model policies of Sheffield City Council.

# Race

* 4.7% of our pupils are from a BME background.
* 1% of our pupils have English as an Additional Language
* 0% of our staff are from BME background.
* We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
* The curriculum includes a range of activities and events to promote cultural awareness and which adds a global dimension.
* At present all Governors are white British

# Religion or belief

* We have frequent activity around religious observance which is mainly Christian based. We accommodate and provide for children and staff of other faiths. The children make visits to different places of worship.

# Gender

* Our staffing profile is almost exclusively female. This profile is consistent with staffing profiles in our sector. Our governing body is more 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.

# Cohesion

* + As a school we use Jigsaw scheme of work as an approach for PSHE planning and behaviour / bullying, and to enable all 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 anti-bullying week. We develop Global Awareness though assemblies and other focus days
  + We have developed links with older members of our local community, in terms of visiting their contexts (eg. Christmas Concert in school for elderly). We have parent involvement in school life.
  + We welcome members of our community to work as reading volunteers to support literacy or to support visits, forest school activities.
  + The school embeds local facilities and resources (eg. Local churches, Library) in its curriculum.
  + In addition to local links and activities, we have developed international links and fundraising, for example charitable work through Save the Children.

# Inclusion

* + We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, term of birth, FSM, Pupil Premium and SEN) and develop action points for the school accordingly.
  + We have a well-developed nurture/pastoral capacity for pupils with additional needs.