



High Storrs School

EQUALITY STATEMENT

September 2016

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.

Signature:

Headteacher..... **Date**.....

Signature:

Chair of Governors..... **Date**.....

Introduction

High Storrs 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
- 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.

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

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 including outside courses, school INSET days, twilight CPD sessions and faculty and house meetings.

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 MLE and website.

Reporting our progress

We will use report progress against the Duty through our regular reporting mechanisms to 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 (ie information and objectives) is set out in Annex 1 and 2.

Annex 3 Accessibility Plan

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 shows that our 176 current staff are in the following age ranges:

20-29y	13 staff
30-39y	57 staff
40-49y	54 staff
50-59y	44 staff
60+y	8 staff

Disability

Our school underwent a complete refurbishment and partial rebuild which was completed in 2011. All parts of the building can be accessed easily with the provision of ramps and lifts. We have disabled toilet facilities on every level and a fully adapted changing and shower room. The accessible facilities are used regularly by two of our students who are wheelchair users.

Approximately a tenth of the High Storrs student cohort is on the SEN register, covering areas of cognition and learning, communication and speech, physical disabilities and as a result of the SEN Code of Practice 2015, social, emotional and mental health. 12 of these are attached to the Integrated Resource for Hearing Impaired students.

The number of students identified by their parents as having a disability in years 7-9 is 14.

Our exam results data allows us to see whether SEND and Hearing Impaired students are progressing in line with their targets and compared to other students. Information on the needs of disabled students to inform lesson planning and provision is available to all staff on the MLE.

We have a small number of staff (5) for whom adjustments have been made in the workplace. We do not currently routinely collect information on whether members of staff have a disability.

Four of our parents are profoundly deaf; we have provided a signer for Parents' Evenings.

Our PSICHE curriculum includes activities designed to raise awareness and promote a positive attitude to disability. We have pictures of disabled athletes as part of our PE display.

Gender reassignment

All of our policies and procedures are based on the model policies of Sheffield City Council. We have a small number of students who have identified themselves as transgender or gender fluid. We have recently re-assigned one of our toilet blocks as unisex and are using the Trans* Inclusion Schools Toolkit produced by Brighton and Hove Council as a best practice guide.

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.

Race

32% of our students are from a B&ME background.

14% of our students have English as an Additional Language (EAL). We have specialist EAL teachers who offer curriculum provision in both KS3 and KS4.

We analyse student achievement with regard to ethnicity at whole school and subject level which informs our SEF and improvement plans. The school's examination analysis has a full ethnic breakdown.

We have identified issues with some B&ME groups with regard to progress 8 scores which we are further investigating.

B&ME attendance has increased significantly over the past 5 years and is now almost in line with whole school attendance.

18% of our staff are from a B&ME background (this includes both teaching and support staff.)

Governing Body representation reflects our wider community.

We have supported the development of good relationships between ethnic groups in a number of ways within and outside the curriculum including the Talking Heads publication of interviews with aspirational parents and students from a wide diversity of backgrounds. We are continuing to develop links with our Muslim community through association with the mosque and articles in a local paper. Reported racial incidents are very low.

Religion or belief

All students in Y7 and 8 study Religious Education on a course approved by all our local faith communities. All students study RE during KS4 with some choosing to do a GCSE course. We offer RE as a subject in the VI form.

We have a dedicated prayer room for use by students and staff at lunchtimes.

Gender

There are more female than male staff employed in the school (82% female support staff, 62% female teaching staff).

Our Governing body is made up of 12 males and 5 females (including advisors).

Within our school where possible and practical we support flexible working, and we have developed policies and procedures to reflect this.

We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly. At the moment we have no significant continuing trends.

Sexual orientation

We do not collect DATA on the sexual orientation of staff or students.

Reported bullying is low but we do have some cases of homophobic name calling.

We have a student LGBT group which meets regularly at lunchtime to discuss issues and make recommendations.

Annex 2

Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Continue to develop our DATA collection and analysis	Staff Students Parents	<ul style="list-style-type: none"> Collect disability information from students transferring from other schools Encourage parents and staff to share disability information with us where appropriate Continue to train staff at middle leadership level to analyse DATA with regard to vulnerable groups Appropriate interventions made and impact assessed 	Rv DATA team SENCO AWM AWM Rv	Disability information improves accessibility for students and staff Reasonable adjustments made for all disabled students, staff and parents Appropriate interventions for B&ME and EAL students
B&ME students' achievement is in line with whole school achievement	Staff Students	<ul style="list-style-type: none"> Monitor B&ME progress through tracking information on termly basis Appropriate interventions to be put in place – EAL, mentoring, subject support 	Subject Leaders EAL teachers	B&ME students make at least expected progress in English and Maths KS2-4 B&ME students have a progress 8 score in line with the whole school
Eliminate discrimination and harassment with regard to protected characteristics	Staff Students	<ul style="list-style-type: none"> Maintain recording mechanisms for all incidents of bullying Monitor reports of bullying, report regularly to Governors and ensure appropriate action taken Assemblies 	RV HoH	Reduced reports of homophobic bullying Reports of racial incidents remain low
Advance equality of opportunity for	Staff Students	<ul style="list-style-type: none"> Continue to monitor attendance of groups with lower than whole school 	Gt, Oc,Rv HoH	B&ME attendance is in line with whole

B&ME students		<p>attendance</p> <ul style="list-style-type: none"> • Appropriate early interventions via assemblies, contact with parents, attendance surgeries • Early intervention with students at risk of exclusion via Learning mentors and outside agencies 		<p>school attendance</p> <p>Fixed term exclusions for B&ME students remain low</p>
Increase staff awareness and skills in meeting needs of students	Staff	<ul style="list-style-type: none"> • Continue to offer CPD in relation to B&ME achievement, differentiation and disability 	Pr	Staff are confident in meeting aims of Equality Statement

Annex 3

Accessibility Plan				
as required by the Special Educational Needs and Disability Act (SENDA) 2001				
	What will Happen	Strategy	How long will it take	Outcome
What specific improvements you will make in disabled students being able to access the curriculum.	All disabled students will have appropriate ICT to increase their access to the curriculum.	Liaison with previous schools to ascertain the most appropriate laptops to use and the equipment required for the students to use the laptop independently and participate fully in the curriculum. Consultation with Occupational and Physiotherapy services to ensure that the most appropriate equipment is being used. Students to be supported by a Teaching Assistant to act as scribe in times of fatigue and to differentiate where appropriate. Students with visual impairments have access to technology which allows them to read independently. School is guided by the VI service who provide advice and guidance on allowing accessibility for these students. Equally students with significant hearing impairments have technology within the classroom which allows them to hear the teacher and participate in a manner commensurate with their peers.	Ongoing as appropriate technology and software is changing all the time and we rely on the advice and guidance of outside agencies to manage this.	Appropriate computer technology is provided for all students with a disability
What specific physical improvements will you make to increase access to education and associated services for disabled students.	All parts of building fully accessible for disabled students. Provision of changing/shower/hygiene area for disabled students.	Checks were made prior to students making transition to the school on all hygiene facilities, in particular the size of the accessible toilets and the height of the toilets from the floor. Specially fabricated steps have been brought in to aid toileting. All staff involved with wheelchair bound students	Oct 2016	School building designed to allow access and meet needs of students with disabilities

		<p>have been trained in moving and handling. Bespoke trays made to add to electric wheelchairs to help students feed themselves more comfortably have been made in conjunction with the Physiotherapy service. The electric hoist has been serviced and appropriate hygiene equipment has been bought and is readily accessible for staff involved in toileting students. All lifts have been serviced and the appropriate number of keys have been produced and are readily accessible. Evacuation chairs are in place and have been trialled by appropriately trained staff. Rise and fall desks have been placed in classrooms in which disabled students are taught. In addition to this appropriate height equipment has been installed in D&T rooms.</p>		
<p>What specific improvements will you make in the provision of information in a range of accessible formats for disabled pupils?</p>	<p>Provision of information in lessons in an accessible format for all students with disabilities.</p>	<p>Appropriate training on types of format required (HI Unit) Ensure information on additional needs of students is easily accessible (HI unit and SENCO) Quality assured through lesson observation programme in departments.</p>	<p>Ongoing. The needs of the students change continually and training should be an ongoing process as opposed to a one-off catch all programme.</p>	<p>Information accessible in all lessons for students with a disability. Measurable progress of students. Lesson Observation feedbacks show information is being provided in an accessible format</p>

Updated September 2016