



# Carfield

## Primary School

School Equality Statement

2024-5

## Introduction

This 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 create a inclusive whole school environment.

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 characteristics; therefore the Act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct or 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. How we meet this is covered in our Equality statement.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

### **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, including gender reassignment, sexual orientation, disability and pregnancy.
- Analysed the effectiveness of our approach to equality through work undertaken in PHSCE and across the curriculum, appropriate to the age of the learners.

Our equality evidence highlights:

### **Age**

- The age profile of our workforce is spread across all groups from 20-29 to 60+ •  
As a school, we view succession planning as a key priority.

### **Disability**

- In June 2022 we have a small number of children with a range of disabilities.
- In June 2022 we have 12.5% of children who are SEN.
- In June 2022 we have a small number 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 in a listed building. This poses particular challenges for physical access. We have undertaken building work to improve access, including improvements to classroom and toilet facilities and to ensure greater physical access to the upper building (block B).
- We take a flexible approach towards making adjustments to support our disabled staff.
- 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.

### **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 a predominantly female workforce.

### **Race**

- 65.2% of our pupils are white British
- 24.8% of our pupils are from a BME background.
- 11.4% of our pupils have English as an Additional Language (EAL).
- Many ethnic groups are represented in school.
- We have identified issues around new arrivals. These include settling into school, communication with parents and attainment.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- Three of our staff are BAME.
- The curriculum includes a range of activities involving parents and international events within school, such as children coming in traditional dress, food tasting etc.

### **Religion or belief**

- Our RE curriculum is based on the Sheffield agreed syllabus
- Our assemblies celebrate diversity.
- Throughout their school life, children make visits to different places of worship and we welcome visitors into school to lead assemblies.

### **Gender**

- We have 71 staff of which 90% are female and 10% are male. Carfield is a Good school and we have a full complement of staff for September 2022.
- 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 a range of resources and strategies to develop effective relationships, to tackle bullying and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. We strive to make our governing body representative of the communities that we serve.
- We have various events in school to celebrate diversity and to encourage interaction.
- The school embeds local facilities and resources (e.g. Meersbrook Park and Hall; local museums and galleries) in its curriculum.
- In addition to local links and activities, we have developed fundraising, for example charity work for Comic relief, Children in Need and Macmillan.
- British Values are taught and celebrated through assemblies and through the curriculum.
- We have a very active parent body, Carfield Friends, who run school discos and other events and have raised money to refurbish our school library.

## **Inclusion**

- We expect every lesson to be tailored to the needs of individual pupils.
- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, PP and SEN) and develop action points for the school accordingly.
- We have a well-developed nurture/pastoral capacity for pupils with more complex/emotional needs through our inclusive provision and through our inclusion team.
- We signpost for parents and carers of pupils with SEN or complex needs to local support groups and use the MAST referral system to obtain family support as necessary.
- We identify pupils with specific additional safeguarding needs through effective daily practice.

September 2024

## Annex 2

### Equalities Objectives and Action Plan

| Objective   | Who is affected         | Actions   | Lead                                   | Outcome  | Impact |
|---|-------------------------|---|--|--|--------|
| Improving physical access for our staff and pupils  | Staff Pupils            | Review potential access developments<br>Review and maintain existing improvements   | HT<br>Business Manager                 | Improved physical access arrangements for staff and pupils   |        |
| Ongoing analysis of attainment and progress   | Staff Pupils            | Termly analysis of pupil data<br>Termly Pupil Progress Meetings involving relevant staff  | HT<br>SLT Phase leaders                | Improved outcomes for individual pupils.   |        |
| Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups | Staff Identified Pupils | Termly analysis of identified pupil data<br>Identification of potential issues with regard to vulnerable groupings<br>Identification of provision for vulnerable groupings upon planning  | HT<br>SLT<br>Access and Inclusion Lead | Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings   |        |
| Support and tailored provision for pupils displaying complex emotional needs                        | Identified Pupils       | Identification of pupils requiring additional support<br>Implement individualised strategies to meet the needs of individuals including school based and external support<br>Maintain recording mechanisms for the support and monitoring of pupils on of PSPs<br>Maintain termly report re pupils displaying complex emotional needs to governing body | HT<br>AHT<br>A&IL                      | On-going identification of pupils with more complex needs and those who require a PSP so that appropriate support and monitoring enables them to achieve and attain well |        |

|  |                              |  |                             |  |  |
|--|------------------------------|--|-----------------------------|--|--|
| Maintaining and improving monitoring arrangements for bullying incidents | Pupils                       | Maintain recording mechanisms for the monitoring of incidents of bullying<br>Maintain termly report of incidents to governing body<br>Develop online safety anticyberbullying practice in line with new online safety Policy | Inclusion Team<br>A&IL      | On-going identification and recording of bullying incidents, in order to monitor appropriately |  |
| Maintaining and improving monitoring arrangements for racist incidents   | Pupils                       | Maintain recording mechanisms for the monitoring of incidents of racism<br>Maintain termly report of incidents to governing body   | Inclusion Team<br>A&IL      | On-going identification and recording of racist incidents, in order to monitor appropriately   |  |
| Pupil voice  | Pupils                       | Maintain developments with regard to School Council  | School Council lead teacher | Maintain and further develop mechanisms to enable pupil voice                                  |  |
| Governor Representation and Development                                  | Governors<br>Staff<br>Pupils | Identify annual development session<br>Maintain strategic policy and develop Link Governor role.   | HT<br>Chair                 | Promote involvement and engagement of governing body   |  |

