

Forge Valley Equality Policy

Policy development:

This policy has been developed by building on our own best practice and that of other educational networks. It has been developed in consultation with governors, parents, staff and pupils and is accessible through the Forge Valley website

Governor Committee: Full Governing Body

Ratified by governors: 30.4.15

Due for review: 30.4.18

Member of Staff responsible: Headteacher



Ratified by
Chair of Governors

Forge Valley School Equality Statement and Objectives

Introduction

Forge Valley 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

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

Statement

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 on the school website.

Reporting our progress

We will use report progress against the Duty through our regular reporting mechanisms.

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.

Appendix 1

The evidence below tables the profile of our student Cohort in April 2015

		Male	Female	SEN			Ethnicity	EAL	FSM	PP
				S	SA	SA+				
Year 7	203	109	94	11	14	20	32	12	23	44
Year 8	196	119	77	7	7	15	23	12	24	48
Year 9	211	122	89	11	5	20	18	6	27	48
Year 10	206	107	99	8	7	12	17	4	18	44
Year 11	224	101	123	11	5	11	21	9	24	51
Year 12	46	26	20	2	-	-	2	1	1	3
Year 13	24	10	14	-	1	-	4	1	-	1
Year 14	9	5	4	-	-	-	3	2	2	2
TOTAL	1119	599	520	20	39	78	120	47	119	241
Total Student Population: Y7-14 = 1119						Total Student Population: Y7-11 = 1040				

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:

- Forge Valley School is committed to a policy of equal opportunities throughout its dealings with applicants and employees. Our aim is that potential and actual employees, along with the individuals that we represent, are treated fairly on the basis of merit and ability regardless of age, disability, family responsibilities, gender, HIV status, marital status, nationality, race, religious or political views or affiliations, sexual orientation or socio-economic background.
- Our new staff training programme ensures all staff have effective CPD opportunities including ITT and GTP colleagues.
- The SLT views succession planning as instrumental to the success of the school. This is evident through CPD opportunities available to all

Disability:

- 15% of students have AEN. We have a dedicated team of teachers and TAs led by a member of SLT who ensure the diversity of students' learning needs are met
- Our Integrated Resource unit draws young people from across the city. IR students are immersed within the school curriculum and the majority also receive expert tuition from the unit to respond to personal and educational needs
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively
- We have a small number of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability

Gender reassignment:

- All of our policies are based on the model policies of Sheffield City Council

Marriage and civil partnership:

- All of our policies are based on the model policies of Sheffield City Council

Pregnancy and Maternity:

- All of our policies are based on the model policies of Sheffield City Council
- At the request of pregnant staff we are mindful to remind students to move safely around school

Race:

- 10.7% of our school are from a BME background
- 4.2% have English as an Additional Language. We have a designated EAL Teaching Assistant who is line managed through our AEN department and is meeting the needs of students through in-class support and extraction work

- The school has implemented a standard assessment for all our EAL students with a particular focus on new arrivals that join us mid-year.
- We have a member of SLT with an overview for ensuring T&L reflects ethnic diversity within the school
- We have identified issues around our BME pupil population. 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.
- The curriculum includes a range of activities Black History Week, Holocaust Day and Comic Relief fund raising.

Religion or belief:

- We have frequent activity around religious observance.
- Through the RE curriculum in KS3 &4 all students learn about world faiths.
- Our Religious Studies syllabus is inclusive and no child of any faith opts out of the learning.
- The children have an opportunity to make visits to different places of worship.
- We provide a prayer room for any pupils or staff members wishing to access such a resource.

Sex:

- Our staffing is mixed with a positive balance of males and females in teaching and supporting roles.
- The Senior Leadership team consists 4 male and 2 female members incl. the Headteacher.
- Our governing body is gender representative, with a female chair.
- 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.
- The school records all incidents of homophobic bullying and has a robust and immediate response to bullying.

Cohesion

- We have worked to actively 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 has well-developed links with both Sheffield HEIs and local businesses and shops.
- The school works collaboratively with a range of local businesses to enhance the curriculum.
- We use PSHE and assemblies as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings.
- Regular Progress and pastoral meetings ensure that the educational and SMSC aspects of learners' needs is frequently monitored and acted upon.
- The 2015 curriculum review reflects the school understands the evolving profile of learners and ensures the curriculum is fit for purpose for all our learners providing depth and breadth of opportunity.
- The IR department is comfortably housed within the school and provides an excellent example of how respect and tolerance underpins our learners approach to learning.

Inclusion:

- We carefully analyse pupil achievement with regard to a number of vulnerable groupings within the school (gender, BME, EAL, FSM, GTA) and develop action points for the school accordingly.
- The inclusion team are highly skilled and experienced at instigating, multi-agency networks so that the most effective teams around the child (TACs) are identified.
- The AEN department co-ordinate frequent parent review meetings and update the AEN register routinely to ensure it is a live and coherent document for staff, students and parents.
- We track and report on behaviour, withdrawal and exclusion data half termly and look to eradicate any patterns or overrepresentation by individuals or groups.

Objective	Who is affected	Actions	Lead	Outcome
To ensure excellent academic outcomes for all vulnerable groups and pupils with protected characteristics				
<p><u>Controlled assessments</u> including BTEC portfolio work.</p>	<p>Pupil groups</p>	<p>DoL to review performance of key groups (gender, BME, EAL, FSM, GTA) in CA work following summer examination results. This analysis should focus on both overall CA performance as well as the performance in individual units. DoL to summarise their findings and produce an appropriate action plan including any CPD needs for teaching staff involved. Examples could include BTEC Sport L2 Practical Sports performance which may favour a particular sex if sports selected are based on majority of group which may be unbalanced.</p> <p>DoL to review in-year preparation and performance in CA during mid and prior to high level control. Analysis to be compared with prior performance data.</p>	<p>DoL SLT Link</p>	<p>Analysis completed and reviewed at key times.</p> <p>Action plan in place to improve performance of any identified group not meeting MEG's.</p> <p>Ongoing review with teacher regarding CA performance of pupils within vulnerable groups.</p>
<p>Curriculum</p> <p>To ensure excellent academic outcomes for all vulnerable groups and pupils with protected characteristics</p>	<p>All pupil groups</p>	<p>To keep the curriculum under constant review.</p> <p>Curriculum principles</p> <p>Our curriculum and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:</p> <ul style="list-style-type: none"> - Disability - Ethnicity - Gender 	<p>DoL SLT Link</p>	<p>To keep the curriculum or subject area under review in order to ensure that the teaching and learning reflect the curriculum principles.</p> <p>Outcomes of implementation of curriculum principles</p> <p>In order for the curriculum not to discriminate it must:</p> <ul style="list-style-type: none"> - allow for there to be reasonable adjustments made to physical activity aspects of the curriculum - recognising different cultural backgrounds and experiences of prejudice - to ensure that different beliefs, faiths

Objective	Who is affected	Actions	Lead	Outcome
		<ul style="list-style-type: none"> - Religion - Sexual identity <p style="text-align: center;">To listen to any complaints</p>		and religious backgrounds are not discriminated against
Supply auxiliary aids/services as reasonable adjustments where they are not being supplied via SEN Statements/EHC Plans. Reasonable adjustments to be made for staff and visitors into school.	Staff Pupils Visitors	SENCO to review needs of pupils in correlation to their SEN Statements, EHC Plans. Staff to be aware of auxiliary aids/services as/when they need to be given.	JWL	Reasonable adjustments are in place for all pupils, staff and visitors as/when they are required.
Take proactive steps to tackle disability discrimination and promote equality of opportunity.	Staff Pupils Visitors	Staff and pupils to be made aware of different types of need and how to promote equality of opportunity.	JWL	Whole-school promotion of equality of opportunity.
<p>Implement accessibility plans to increase the extent to which all pupils can participate in the curriculum.</p> <p>Provide a proficient lift service in both the main school building and sports block</p>	Staff Pupils	<p>Pupils with additional needs to be provided with a personalised accessibility plan to ensure that they are able to participate in the curriculum.</p> <p>Main School – Change code for lift. Re-introduce fobs where possible.</p> <p>Sports Centre – Contact Kone in respect of issue with lift. Resolve the issue so that lift can be called from both floors.</p>	<p>JWL</p> <p>DS</p>	<p>Individualised programme of accessibility plans.</p> <p>Greater access of pupils, staff and visitors.</p> <p>Less waiting time when calling lift especially in main building.</p>
All school door signage (internal) to include braille		Identify classrooms/offices where door signage has been removed and procure goods to replace.	DS	All rooms consistent in approach and signage readable in braille.

Appendix 3

Definitions

Equality Act 2010

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

The definition of 'disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.