



HALFWAY JUNIOR SCHOOL



EQUALITY STATEMENT

January 2019

Review: January 2021

“Supporting Each Other to Achieve Success for All”



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

Halfway Junior 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 or indirect discrimination, harassment, and 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.

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 at www.halfwayjuniorschool.org.

Reporting our Progress

We will 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 and 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 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 shows that we have 28 % of staff who are over 50.

Disability

- In January 2019 we have 1 children with a range of disabilities
- In January 2019 we have 31 children who are SEN
- In January 2019 we have no members of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.
- Our school is a split level site. We have lifts and ramps, which ensure wheelchair users and people with physical disabilities can access all areas of the building.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability positively.

Gender Reassignment

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

Marriage and Civil Partnerships

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

Pregnancy

Our school has 36% of female workforce under 40. All of our policies and procedures are based on the model policies of Sheffield City Council.

Race

18% of our pupils are from a BME background

4% of our pupils have English as an Additional Language

None of our staff are BME

One of our governors is BME

Religion or Belief

We have weekly assemblies around religious believe and observance. Our curriculum includes opportunities for children to meet people from different faith groups and visit places of worship.

Gender

88% of our staff are female. This profile is consistent with staffing profiles in our sector, but we recognise that more needs to be done to encourage make staff to apply for vacancies.

Our governing body is more representative, with a male chair and female vice chair.

We carefully analyse pupil achievement with regard to gender every term, and develop action plans 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.