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Tapton School

Equality Statement and Objectives

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Tapton School Equality Statement and Objectives

Introduction

Tapton 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
- disability
- pregnancy and maternity
- race, colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation
- gender reassignment

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.

Our Equality Objectives

Our objectives will detail how we will ensure equality is applied to the services listed below, however, where we find evidence that other functions have significant impact on any particular group we will include work in this area.

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Objective group	Objective
Pupil Achievement	<p>Continued analysis of vulnerable groups by identifying and planning provision for vulnerable groups</p> <p>All pupils are assessed, monitored and tracked through sims, under achievement is identified and appropriate intervention is applied.</p> <p>All pupils are able to participate in a full range of extracurricular opportunities.</p>
Teaching & Learning	<p>Support and provide tailored provision for pupils displaying complex learning needs.</p> <p>Continued development and monitoring of the new curriculum.</p> <p>Quality first teaching and specific provision to support all students and in particular those identified as needing it.</p>
Behaviour and Safety	<p>Upholding the school ethos 'valuing everyone, caring for each other, achieving excellence'.</p> <p>Pupils and staff feel safe and valued.</p> <p>We regularly collect and monitor student voice in order to ensure that we are taking into account the views of our student population (QA student voice, Student and Year Councils, Parent voice, emotional health and wellbeing survey).</p> <p>All staff, student and parents are aware of the school behaviour policy and the role they have in supporting and upholding this policy.</p>

	Attendance, punctuality, behaviour and rewards data is monitored and tracked and used to inform relevant decision making.
Leadership and Management	<p>The leadership team undertakes to ensure that no pupils or their families are disadvantaged academically, socially or emotionally.</p> <p>All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</p> <p>Nominated members of SLT are responsible for the collection, analysis and reporting of equality data.</p>

Policy Review

A copy of this policy will be displayed on the school website and issued to all appropriate staff members employed by the Academy. It will be reviewed bi-annually and amended and modified as appropriate.

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.
- Explored how we engage with protected characteristics.
- Analysed our effectiveness in terms of equality.

Our equality evidence highlights:

Age

- Tapton 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 Schools Direct trainees and other colleagues.
- The SLT views succession planning as instrumental to the success of the school. This is evident through CPD opportunities available to all.

Disability

- We have a dedicated team of teachers and TAs, led by the Associate Deputy Headteacher in charge of Attainment For All (the SENCo), who ensures the diversity of students' learning needs are met.
- Our integrated Vision Support unit draws young people from across the city. VI students are immersed in 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 advice/guidance from our HR Consultant.

Marriage and civil partnership

- All of our policies are based on advice/guidance from our HR Consultant.

Pregnancy and Maternity

- All of our policies are based on advice/guidance from our HR Consultant
- At the request of pregnant staff we do remind students to move safely around school.

Race

- We have a diverse cohort of students from a variety of ethnic backgrounds.
- We have 1 designated EAL teacher (P/T) and 1 EAL TA, who are line managed through our Assistant Headteacher – Achievement for All - and meet the needs of students through targeted 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.
- A number of staff have recently been trained as EAL champions and EAL CPD is built into our training calendar and TLCs have a focus on inclusion and “closing the gap”.
- All members of SLT and SLs have achievement for all high on their agenda, and there is an Assistant Headteacher whose responsibility is Achievement for All. Ensuring T&L is culturally and contextually relevant is an on-going priority for the school.
We carefully analyse pupil achievement with regard to different cohorts (including vulnerable groups), and develop action points for the school accordingly.
- The curriculum includes a range of activities involving international events within school

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 for all faiths.
- Children have an opportunity to make visits to different places of worship.
- Prayer room facilities are available to address the needs of Muslim students and there is opportunity for prayer and reflection for Christian students (as well as those of other faiths) and staff.

Gender

- Our staffing is mixed with a balance of males and females in teaching and supporting roles.
- The Senior Leadership team consists of 5 female and 5 male staff.
- Our governing body is gender representative, with a female chair.
- Within our school where possible and practical we support 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, all of our policies are based on advice/guidance from our HR Consultant and any member of the school or Governing Body would be supported as necessary.
- The school records all incidents of homophobic bullying and has a robust and immediate response to all forms of bullying.

Cohesion

- Tapton is a National Support school and its ethos of 'Valuing everyone, Caring for each other, Achieving excellence' underpins all work in our own school and across our primary partners and family of schools.
- We have various events in school to celebrate diversity and to encourage interaction.
- International visits and expeditions expose pupils to a different cultural and geographical context.
- 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 (e.g. Sheffield Theatres, YSP, Showroom.)
- We use PSHEE, assemblies and form time 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 Tapton Vision reflects that 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 Vision Support 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 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 (TAFs) are identified.
- The AEN department co-ordinate 3 parent review meetings a year 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.
- The year teams provide pastoral support and care for vulnerable students.

School Community	Responsibility
Tapton School / Governing Body of Tapton School	Involving and engaging the whole Tapton School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support Tapton School and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the Tapton School community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for Tapton School's community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the Tapton School's community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated; ensuring that members of the Tapton community are not subject to inequality.

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.