

Tapton SCHOOL

Headteacher: Ms Kathryn Rhodes

Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG Tel: 0114 267 1414

Email: enquiries@taptonschool.co.uk Web: www.taptonschool.co.uk Twitter: @TaptonSchool1

Tapton School

Equality Statement and Objectives

May 2021

AUTHOR: Steve Rippin/Debra Kirkham

COMMITTEE: Personal Development, Behaviour and Inclusion

LAST REVIEW/UPDATE: Jan 2021

LEVEL OF CHANGE: Major

NEXT REVIEW: Full review in July 2025 (annual updates required)

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 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, colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The Equality Act 2010 makes it unlawful to treat someone less favourably because of a protected characteristic they have, either through direct or indirect discrimination, harassment or victimisation or by failing to make a reasonable adjustment for a disabled person. Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

Statement

Tapton School supports the anti-discrimination provisions of the Equality Act and Public Sector Equality Duty to:

- (a) Eliminate unlawful discrimination, harassment, and victimisation
- (b) Advance equality of opportunity by tackling prejudice and promote better understanding; and
- (c) Foster good relations between those who share a protected characteristic and those who do not.

The general duty is supported by specific duties, these are to:

- Publish information annually which demonstrates our compliance with the duty to have due regard for the three aims of the general duty.
- 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. Working with parents/carers and students to identify barriers and supporting the school to achieve the commitment made to tackling inequality.

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 report progress against the duty and update this annually.

Reviewing and Revising the Equality Statement

We will review and revise the Objectives 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.

Equality Objectives:

- 1. To increase levels of parental engagement and improve communication with our BAME community.**

Why we have chosen this objective:

We believe our strength lies in our diversity and therefore we want to ensure that we are as inclusive as possible. Participation in the wider life of the school such as super and extra-curricular activities is lower for BAME students. Additionally, events and Parents' Evenings in school are less well attended by BAME families.

To achieve this objective we plan to:

- Continue to measure the attendance of BAME students at super and extra-curricular activities
- Continue to measure the attendance of BAME parents at Parents' Evenings
- Explore reasons for non-attendance
- Put plans in place to address and remove any barriers.

Progress we are making towards this objective:

- Attendance at Parents' Evenings is already closely monitored with non-attendance followed up.
- Move to virtual Parents' Evenings has removed barriers such as childcare, distance from school and transport for families. However this does require access to technology.
- Restructure of pastoral team for September 2021 includes two new roles focused on 'Learning and Inclusion for KS3 and 4'. Both of these roles have a focus on community and parental engagement.

- 2. To raise awareness of LGBTQ+ and educate all members of our community (students, staff and parents) to promote inclusivity and eliminate discrimination.**

Why we have chosen this objective:

As a school we aim to create an open, equal environment where people are able to be themselves and explore complex issues in a safe, understanding way. Sexuality and gender are fluid and not binary, and for young people in an ever-connected and over sexualised world there is more pressure to define themselves than ever before.

To achieve this objective we plan to:

- Raise the profile of key terminology so that knowledge is secure across all staff and students.

- Greater promotion of LGBTQ+ rights and the fluidity of gender so that students are comfortable and consider their own place on the spectrum. Use of assemblies, form discussions and books displayed in the library.
- Provide training for staff so we are able to provide timely support to students who are experiencing difficulty due to their sexuality and gender.
- Promote information resources and support for parents.

Progress we are making towards this objective:

- The PSHEE department are continuously working to improve and update the PSHEE lessons to reflect LGBTQ+
- LGBTQ+ in the curriculum has been updated and improved to meet current statutory requirements, sourcing resources from external agencies such as Stonewall, SAYit and Sheffield University

3. To raise awareness and maximise the outcomes for students with a disability, with a particular focus on developing strategies to support students with a visual impairment.

Why we have chosen this objective:

Tapton is proud to be have an integrated resource for vision support. We prioritise admissions for visually impaired students from across the city and work hard to ensure they are fully integrated into our community and experience all that Tapton has to offer. Staff working within this team have a base at Tapton and engage with and contribute to our wider CPD programme. We continue to innovate and educate our staff and students to ensure we are as inclusive as possible.

To achieve this objective we plan to:

Raise awareness amongst staff and peers of the barriers faced by people with disabilities. Create an environment where students with a disability are able to access learning resources, assessments and the wider school community alongside their able-bodied peers.

Progress we are making towards this objective:

- Provide peer awareness sessions for all students to improve understanding of the barriers faced by students with a visual impairment.
- Provide yearly staff training sessions to make staff aware of the barriers faced by students with visual impairments and appropriate access arrangements that enable these students to engage with their learning and reach their potential.
- Provide up-to-date information on students' visual acuities and access arrangements through pupil profiles.
- Liaise with exams officers to enable full access to all internal and external assessments for students with visual impairments. This includes appropriate access arrangements and modified assessment materials in place for internal and external assessments.
- Provide individual PE profiles to enable students with visual impairments to access all physical activities in an appropriate way.
- Link with primary and post-16 provision to ensure ongoing vision support is provided from 0-25.

Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and all of 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 (continuing professional development) opportunities including Schools Direct trainees and other colleagues.
- The senior leadership team 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 teaching assistants, led by the SENDCo, who ensures the diversity of students' learning needs are met.
- Our integrated Vision Support unit draws young people from across the city. Vision impaired 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 through for example PSHEE (personal, social, health and economic education) lessons and assemblies.
- 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 (English as an additional language) Higher Level Teaching Assistant who is line managed by our Assistant Headteacher in charge of disadvantage and who meet the needs of students through targeted in-class support and extraction work.
- We have allocated a TLR (teaching and learning responsibility) to a teaching role to further provide advice and assistance to teachers in how best to deliver the curriculum to our EAL students.
- The school has implemented a standard assessment for all our EAL students with a particular focus on new arrivals that join us mid-year.
- All CPD has a focus on inclusion and closing the gap with a particular focus on oracy.
- All members of the senior leadership team and subject leaders have achievement for all high on their agenda, and there is an Assistant Headteacher whose responsibility is Achievement for All. Ensuring teaching and learning 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

- Through the Religious Education 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 7 female and 2 male staff.
- Our governing body is gender representative.
- TSAT Trust Board is gender representative.
- 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.
- We have individual toilets in the new build and an 'accessible toilet' in the main school building for those students who identify as neither male or female

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 Multi Academy Trust.
- 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 (eg. Sheffield Theatres, Tate Galleries and YSP)
- We use PSHEE 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 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 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 are identified.
- The SEND department co-ordinate 3 parent review meetings a year and update the SEND register routinely to ensure it is a live and coherent document for staff, students and parents.
- We track and report on behaviour and exclusion data 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 staff are aware of their 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 staff are aware of their 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.