

Springbank Academy



Character Education Values

Courtesy-Forgiveness-Determination-Self-Discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty-Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

Equality Statement

January 2022



Policy Lead Adam Lumley



Dawn Wigley



Sara Dunn



Link Governor: Bill Howard

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy Policy.

Vision and Values

Springbank Academy makes all members of our school community feel welcome irrespective of race, colour, creed, gender, sexual identity or impairment. Our vision and values promote equality and tackle discrimination.

Springbank Academy is committed to equal opportunities. We:

- Follow areas of excellence that resists notions that ability is fixed
- Offer a choice of learning challenges
- Respond to children's diverse needs
- Overcome potential barriers to learning and gaining in-depth knowledge

Springbank Academy has high ambitions for all pupils and expects them to participate and achieve in every aspect of school life. Our work is underpinned by **nine guiding principles**:

All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between those who identify as boys and girls and women and men and an absence of sexual and homophobic assessment

We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status

- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Sexual identity

We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from other ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Gay people as well as heterosexual people
- People with other sexual identities

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as heterosexual people

We base our practices on sound evidence

We maintain and publish our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010.

Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

Context

Springbank Academy is a one form entry school with nursery. The school is oversubscribed in many year groups with a waiting list. The school is open for children from 8.00am until 4.00pm each day. Senior Leaders are on duty from 7.30am until 4.00pm. Currently the school has staggered drop offs 8.45am - 9.15am and collections 3.05pm - 3.35pm. This is proving very successful.

The school buildings are all on ground level. There are four adult toilets and one shower suitable for disabled use.

The building is well maintained and all classrooms have disabled access. However, parts of the playground have steep slopes and these provide a potential hazard. There is an alternative route for those in a wheelchair and for parents/carers with buggies/prams.

Characteristic	Total	Breakdown notes
Number of pupils	232	Autumn Census
Number of staff	31	71% Female 29% Male FTE
Number of governors	9	56 % Female 44 % Male
Religious character	N/A	
Attainment on entry		Attainment on entry is below the national average.
Mobility of school population		Mobility is moderate.
Pupils eligible for FSM	40%	93 pupils
Ever 6	40.5%	94 pupils
Deprivation factor		Quintile 5 (most deprived)
Disabled staff who are not registered disabled but have recognised difficulties.	5	Individualised Risk Assessments in place
Disabled pupils (SEN/LDD)	4	Education Health Care Plan
Pupils with health and wellbeing plan	14	Mrs Wigley - Lead
Pupils whose first language is not English	9	
Staff whose first language is not English	1	8 languages spoken fluently
Average attendance rate	95.3%	COVID self-isolation figure

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At Springbank Academy we implement an accessibility plan which is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Commitment to implementation

The Head teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress. The link governor will monitor the policy.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Adam Lumley
Disability equality (including bullying incidents)	Adam Lumley
SEN/LDD (including bullying incidents)	Caroline James/Jack Waller
Children Looked After	Caroline James
Safeguarding & Vulnerable children	Dawn Wigley/Caroline James/Sara Dunn
Accessibility	Premises Team / Local Governance Board
Gender equality (including bullying incidents)	Adam Lumley
Race equality (including racist incidents)	Adam Lumley
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity - behaviour and exclusions	All teaching staff/Adam Lumley overview
Participation in all aspects of school life	All staff
Impact assessment	Bill Howard/Rachel Garrett
Policy review	Adam Lumley
Communication and publishing	Dawn Wigley/Tracy Oldham/Charlotte Potter

Commitment to review

The school equality scheme is aligned with the School Improvement Plan and Premises / Accessibility Action Plan. Its implementation will be monitored within the school's Monitoring and Evaluation review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years - in which we will make proposals for future action.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies

	<ul style="list-style-type: none"> Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Congratulate and praise examples of good practice from the school and among individual managers, staff and pupils Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	Headteacher and senior leaders will:
Policy Development	<ul style="list-style-type: none"> Initiate and oversee the development and regular review of equality policies and procedures
Policy Implementation	<ul style="list-style-type: none"> Ensure the effective communication of the policies to all pupils, staff and stakeholders Ensure that the staff team are trained as necessary to carry out the policies Oversee the effective implementation of the policies Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Highlight good practice from individual managers, staff and pupils Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy Development	<ul style="list-style-type: none"> Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary Be accountable for the behaviour of the staff team, individual members of staff and pupils Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by example Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> Contribute to managing the implementation of the school's equality scheme

	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> Contribute to consultations and reviews Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> Maintain awareness of and responsibility for the school's current equality policy and procedures Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme Provide a consistent response to incidents, e.g. bullying cases and racist incidents

Public Sector Duties	<ul style="list-style-type: none"> Contribute to the implementation of the school's equality scheme
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Impact Assessment

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each Autumn term.

Equality Objective:

Action plan 2021-2025

Attainment

Equality Objective: To explore and understand all issues to impact on a COVID-19 recovery programme for all pupils, but particularly those children who have undertaken home-learning in lockdowns and those with protected characteristics.

Actions JV / AL / EL

1. When available explore the local statistics and compare with the national which is the school's expectation for all children. JV/AL
2. Identify the learning gaps between all vulnerable groups to ensure they achieve the expected levels over a year and from the start to the end of a key stage, across the curriculum.
3. Analyse disadvantaged data in detail drilling down to individual attainment. Particularly the newly eligible FSM pupils.
4. Evaluate current pedagogy and teaching introduced in flip/remote learning and roll out the successful ones across school. Blended Learning, writing sequence, perfect assessment. HT/AL
5. Consult with the school community; parents/carers through Teaching and learning conferences; staff through achievement meetings and briefings and pupils through pupil voice sessions (Talk circles), pupil learning surveys.
6. Explore best practice in schools locally and nationally who have similar issues. Extend our practice through working with schools that are graded as outstanding and those within the WHPT. JV/AL
7. Sharing best practice with schools nationally.

Research vision

To use the information gathered to develop new teaching pedagogy and pupil skills in maths, writing and reading progression. Connections to be made across the curriculum. Focus to be on all vulnerable groups.

Attendance

Equality Objective: To explore and understand the reasons for all absence and what support can be given to individual pupils and families to begin to improve attendance rates.

ACTIONS AL / CC /TO / DW / JV

The schools attendance figures show that some pupils on roll have disproportionately higher absentee levels than that of their peers.

1. Explore all categories of pupils that have an absence rate. Is there a particular vulnerable group? **AL/HR**
2. Do adults within school understand the reasons for absence? **HR/TO ongoing**
3. What impact does this absence have on the pupil's progress from their starting points? **AL**
4. Involve parents/carers; governors and targeted support. What support would make a difference to the absence rate?
5. Identify best practice from other schools with similar issues.
6. Explore ways of refining policy in school.

Research vision

To reduce the number of Absentees over the year. To increase attendance of children from identified vulnerable groups. Use flip learning for recovery.

To apply reasonable adjustments and a support programme to all children with disabilities and complex health needs who need to attend medical appointments.

Attendance articles in newsletters.

Additional Objective:

Our data did not identify any areas of concern in relation to religion or belief or to age. However, we have decided to include actions in these areas as noted below:

To keep high profile British and STARFISH Values to prepare our children for becoming successful citizens for entering the future workplace.

ACTIONS:

1. Create a new pupil STARFISH film. (SK)
2. Maintain the use of STARFISH Values throughout the school day. (All staff)
3. Carry out refresher in-depth training in British Values. (Through assemblies)
4. Create a new BRITISH VALUES film to ensure full understanding and blue printing. (SK)

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

We recognise that it is important to have a workforce that represents the society we serve.

We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data. This will happen in 2022 when a new staffing structure will be created.

Where we identify an under-represented group we will endeavour to consider this during the creation of the annual staffing structure.

Although we currently have a no-replacement policy, when we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent society.

We will engage with our school community to ensure the objectives identified are the best ones. The equality objectives for Springbank Academy are displayed in school and integrated in to our school improvement planning. They will be monitored by our CoG and CoF.