

Springbank Academy



Where dreams are realised and success is celebrated

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.

Equality Statement

January 2025



Policy Lead Adam Lumley

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 identity 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 5.30pm each day. Senior Leaders are on duty from 7.30am until 4.00pm.

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.

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
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/Heather Roper
------------------------------	---

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 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

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.