



West Tytherley CE Primary School

Single Equality Statement (SES)

Date: March 2016

Signed on behalf of the Governing Body

Review date:Spring 2017.....

1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Throughout this Statement, ‘parents’ can be taken to mean mothers, fathers, grandparents, carers and other adults responsible for caring for a child.

In line with our vision statement:

‘For all children to believe in themselves, enjoy learning, grow personally and academically ‘branch by branch’, and to have skills to succeed in life’.

This school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra curricular activities, resources, staff vacancies, training opportunities etc

- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and it's principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

This Single Equality Statement sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations in a holistic and proactive way and in line with our duties under the Equality Act 2010.

It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

The Statement is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

2. Information gathering

A broad range of qualitative and quantitative information will be used to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. Where possible, we will compare the information that we have about our school, with available national and county information.

Some comparator detail is available from:

- ***the Hampshire Facts and Figures website***
<http://www3.hants.gov.uk/planning/factsandfigures.htm>
- ***RAISE online – provides an opportunity to compare against national data***
- ***Department for Education – national School Workforce Census data:***
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0076945/school-workforce-census-data-published>

We hold the following information about our school:

- local catchment area, demographics
- pupil information that can be disaggregated by protected characteristic including: admissions, attendance, achievement, rewards, sanctions, after school and before school club membership, complaints, racial and other discriminatory incidents, accidents, incidents, medical and special needs.

- staff information – we have less than 150 employees – therefore, this information is not required by law.
- parent information in relation to engagement within school including:
Attendance at parents meetings, volunteer involvement, complaints, ethnicity, PTA members, parent governors
- Other information such as:
Governor information, hirers of school premises, volunteers, outside agencies, sports and club providers.

Also:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- notes of student council providing their views on equality issues
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken
- notes of staff meetings and staff training days (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- a note about how the school monitors equality issues in everyday school life
- we have identified a need to improve boys reading and funds have been made available to purchase books, newspapers and comics to target these pupils.
- arrangements with a school in a different setting and different ethnic make-up for regular exchange visits.
- We organize multi-cultural activity days.
- We encourage members of the community with different ethnic backgrounds or beliefs/faiths to talk to the pupils about these in order to raise awareness and create tolerance and understanding.
- assemblies led by members of the community which deal with relevant equality related issues e.g. disability - hearing dogs, religion - Jewish Passover.

The most recent information that has been collected by the school is available updated annually. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

3. Using equality information

We use the information collected to

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action.

The objective(s) set for the next four years are:

- *To ensure that the quality of provision for all individuals and groups enables pupils to meet or exceed age related expectations, so that they are ready for their next phase of education.*
- *To use assessment data to monitor the progress of individuals and groups, identify barriers, initiate intervention and ensure that their specific needs are met.*
- *To carefully prioritise and deploy all resources within a finite budget, so that provision continues to have an impact upon pupil outcomes.*
- *To raise pupils awareness of differences within the wider society, and actively promote respect and tolerance.*
- *To support the well-being and development of the whole-child.*

These objectives are published on the school's website and will be updated at least every four years.

4. Involvement of staff, pupils, and parents

a) Developing our Statement

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Statement. We have strived to involve the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address.

In developing our Statement, we have involved staff, pupils, parents and others in the following ways: -

- *governing body*
- *questionnaires to parents*
- *involvement of the school council*
- *contact with parents*
- *contact with representatives from different faith groups*
- *contact with disability organisations*
- *contact with local community*

These activities have involved people with protected characteristics as follows:

- *involved a disabled person, and a person from an ethnic community in our working party to develop this statement*
- *used an equal opportunities monitoring form as part of an all staff survey to ensure the views of the full diversity of staff have been captured*
- *approached specific learners on the school council*

We have identified from data held the diverse groups that make up our school community and involved as many as possible on decision making committees and groups.

b) Ongoing involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so e.g. reasonable adjustments and auxiliary aids, and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

We will continue to

- *embed equality and inclusion into school council and staff meetings*
- *provide support for 'hard to reach' groups, for example disengaged young people, looked after young people and disabled young people*
- *address under-representation on the school council or on the governing body*
- *involve learners, parents, staff and others in developing policy and practice where equality issues are key eg. bullying policies*
- *continue to look for ways to involve others from diverse backgrounds.*

5. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objective(s), using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body

We will formally review, evaluate and revise this Single Equality Statement and our objective(s) every four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

6. Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are;

Collective worship, uniform, pupil conduct, safeguarding, SEN policy, complaints, disciplinary, grievance, Pay, Performance Management & Capability policies etc,

7. Roles and responsibilities

The governing body will

- monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the objectives to be published every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic

The head teacher will

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the Statement and objective(s)
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement
- coordinate and monitor equality and diversity
- deal with incidents of discrimination or harassment
- monitor progress and attainment of learners from different groups and communities
- monitor recruitment and career progress of staff from different groups and communities
- provide reasonable adjustment and support for disabled learners

The senior leadership team will

- drive forward implementation of the Statement and action to achieve the objective(s)
- support staff to carry out their role in implementing this Statement
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization

All staff will

- recognise that they have a role and responsibility in their day-to-day work to
 - eliminate discrimination, advance equality and foster good relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping

- respond appropriately to incidents of discrimination and harassment and report these
 - respond appropriately to the needs of pupils, parents, staff and others with protected characteristics
- and encourage pupils to do the same.
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

For further information, or to request this Statement in an alternative format, please contact:

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