Woodcroft Primary School; Single Equality Statement (SES)

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, carers and other adults responsible for caring for a child.

The 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

Our school vision is to:

"Inspire pupil aspirations, encourage children's curiosity and remove barriers for all to achieve".

2. Information gathering

We will collect a broad range of qualitative and quantitative information 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. We will consider the information we have collected about our school, where possible, in the context of national and county information.

This comparator data will be collected from sources such as:

- *Inspection Dashboard*
- *Department for Education*

The equality information collected by the school includes:

Quantitative information such as the:

- local catchment area, demographics
- for pupils, which can be disaggregated by protected characteristic such as
    - *admissions*
    - *attendance*
    - *achievement and progression*
    - *rewards and sanctions*
    - *participation in the student council*
    - *take up of extracurricular activities*
    - *other equality information for example complaints and incidents of discrimination or bullying*
- For staff, information in relation to the protected characteristics including statistics on

- *staff recruitment, retention*
- *CPD*
- *Promotion*
- *Discipline and grievance,*
- *Gender pay gap*
- *Leavers*
- *Staff exit surveys*
- *Workforce representation*
- *Rates of return from maternity leave*

Qualitative information that includes:

- 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 (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)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues

The most recent information collected by the school will be available on the school website and 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.

Current information shows us that:

- The school is in an area of high deprivation with 60% disadvantaged children on roll.
- Whole school curriculum considers the needs of all pupils and provides experiences and trips that support all pupils.
- Progress of children entering Year R is good with an improvement over 3 years of pupils achieving GLD.
- Phonics teaching is good with children achieving in line with National expectations
- Children achieve in line with national expectations in Key Stage 1
- Progress is less strong from Key Stage 1 to Key Stage 2 and has been a focus of school improvement.

- Exclusions have reduced to zero in the year 2021 from a high in 2018 of 32 exclusions losing 63 sessions.

Data collection has been difficult in the last 2 years due to the impact of Covid. There has been no formal SATs to identify end of year data. This will be a priority particularly to ensure that the gap in education for children from a disadvantaged background has not increased to their non-disadvantaged peers.

Attendance of SEND pupils is slightly lower than their non-SEND peers which will need addressing over the next year.

Analysis of performance of all ethnic groups will be completed in Summer 2 2022 to support the curriculum development.

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: -

- Governors
- questionnaires
- involvement of the student council
- staff surveys
- contact with parents,

As much as is practicable we have tried to ensure that a diversity of people have been involved, including disabled people with different impairments and people from different community 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 eg. reasonable adjustments 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 always seek to involve learners, parents, staff and others in improving practice through:
- embedding equality and inclusion into our pupil voice strategies and staff and governor meetings
- providing support for 'hard to reach' groups e.g. looked after young people, hard to reach families and disabled young people
- addressing under-representation, where this is clearly evident
- involving learners, parents, staff and others in developing policy and practice where equality issues are key e.g. Anti-Bullying Policy

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;

- Admissions Policy
- Accessibility Plan
- Menopause Guidance
- Behaviour Policy
- Safeguarding Policy
- SEN policy and Information Report
- Complaints Procedure
- Whistleblowing Policy
- Child Protection Policy
- Pay, Performance Management and Capability Policies
- Code of Conduct
- Health and Safety Policy

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 headteacher 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

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: admin@woodcroft.hants.sch.uk