



Preston Candover CE Primary School  
**EQUALITIES STATEMENT, INFORMATION  
AND OBJECTIVES.**

|                              |   |
|------------------------------|---|
| <b>November 2017</b>         | <b>Review Date: February 2021</b>         |
| Signed: .....<br>Date: ..... | Mrs Simrit Otway, Headteacher             |
| Signed: .....<br>Date: ..... | Mrs Charlotte Whittle, Chair of Governors |

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## 1. Aims

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil 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.

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

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## **2. Legislation and guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

## **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors.

The Inclusion Leader, designated member of staff for equality, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with SEND, or English as an additional language).
- Taking steps to meet the particular needs of people who have a particular characteristic.

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to support different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls

## 8. Equality objectives

**Objective 1:** *Ensure that as far as possible, the school buildings and grounds are accessible to everyone*

Why we have chosen this objective:

To achieve this objective we plan to: Update our Accessibility Plan through and Accessibility Audit.

Governor/Caretaker/Inclusion Leader (November 2017)

Progress we are making towards this objective: Audit completed November 2017.

**Objective 2:** *Ensure SEND pupils / parents are represented in a variety of aspects of school life.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**Objective 3:** *Continue to close the gap for pupils receiving SEN support, Pupil Premium and boys.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**Objective 4:** *Encourage discussion and debate taking into account other people's point of view.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**Objective 5** *Continue to promote the school in the local and wider community*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

## 9. Monitoring arrangements

The Accessibility [governor/headteacher](#) will update the equality information we publish, [\[described in sections 4-7 above\]](#), at least every year.

This document will be reviewed by [\[governing board/name of committee of the governing board/individual governor/headteacher\]](#) at least every 4 years.

This document will be approved by [\[governing board/name of committee of the governing board/individual governor/headteacher\]](#).

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

### 1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil 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:

- prevent discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations

This is carried out 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

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. *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*
- *Fisher Family Trust 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 will collect the following equality information about our school:

Quantitative information about the:

- Local catchment area, demographics
- Any information about pupils which can be disaggregated by protected characteristics such as:
  - Admissions
  - Attendance
  - Achievement and progression
  - Rewards and sanctions
  - Participation in school council
  - Take up of extra curricular activities
  - Other equality information such as complaints and incidents of discrimination or bullying
- Any information which is particularly significant for our school, including where relevant, migrant workers and socio-economic status
- Information on other people who use our services, as and when relevant, to help continually improve practice
- Information about attendance at parent's evening and other school events, to identify if there is any under-representation of any group
- Information about governors and volunteers etc where appropriate

When publishing any statistics for small groups of staff or pupils we ensure individuals cannot be identified. In line with the DfE we do not generally publish information which relates to fewer than 3 people

Qualitative information considered includes

- School policies which make reference to conduct and the importance of avoiding discrimination
- Minutes of governor meetings
- Notes of student council which provide information about their views on equality issues
- Notes of staff meetings, where staff responsibilities for equalities have been discussed and details of staff training in relation to equalities
- Ongoing informal monitoring of school equality issues
- Lesson observation headlines
- 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 on 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:

| As per Sept 2016 census                             | School                   | National  |
|---|--------------------------|-----------|
| Number on roll                                      | 146                      | 269       |
| White British Background                            | 87.0%                    | 70.4%     |
| Minority ethnic groups                              | 9.3%                     | 30.7%     |
| Pupils for whom their first language is not English | 3.4%                     | 19.5%     |
| Proportion of girls to boys                         | 46.8% girls / 53.2% boys | 49% / 51% |
| Free school meals                                   | 2.1%                     | 26%       |
| SEN Support   | 17.8%                    | 13.0%     |
| EHC Plan or SEN statement                           | 1.4%                     | 1.4%      |

- Equality information relating to people who share a particular characteristic and are affected by the school's policies and practices. The legislation makes it clear that this does not apply to schools with less than 150 staff. Our staff at 1.9.15 is less than 150 therefore we are required only to publish pupil data.

Analysis of pupil data informs us that

- There are cohort specific gaps between boys and girls attainment
- That Pupil premium children make good progress overall

Other sources inform us that:

- There is a greater ratio of female to male adults in the work force



- The majority of our pupil population is of white British background

As a result, our priorities are:

- Narrow the gap between the progress and attainment of boys and girls across all key stages
- Ensure that there are opportunities for boys writing in EYFS and KS1 to ensure that boys can meet and exceed expectations at the end of KS1 in writing
- Embed formative assessment and continual data analysis for pupil groups particularly on progress by gender and disadvantaged pupils
- Continue to narrow the gap of attainment of pupils entitled to the Pupil Premium Grant in all areas
- Ensure that the pupils are exposed to a good level of diversity within the curriculum
- Play leaders to be encouraged to set up gender specific games and involve children of all ages

### Main Priorities and Actions to be taken March 2016 – July 2020

| School Priorities  |  |
|--------------------|--|
| SEND               |  |
| S1                 | Ensure that as far as possible, the school buildings and grounds are accessible to everyone  |
| S2                 | Ensure SEND pupils / parents are represented in a variety of aspects of school life  |
| S3                 | Ensure there continues to be no bullying or harassment of disabled pupils and their siblings   |
| S4                 | Continue to promote positive attitudes towards people with SEND  |
| S5                 | Continue to closely monitor the progress of any children with SEND   |
| Gender             |  |
| G1                 | Continue to ensure that there are good male and female role models within the school either as staff or volunteers   |
| G2                 | Continue to close the gap for pupils receiving SEN support, Pupil Premium and boys   |
| G3                 | Embed at all levels through pupil progress meetings a sharp focus on progress by gender and disadvantaged pupils   |
| Race               |  |
| R1                 | Ensure that all children and adults are challenged if there are any comments or actions of a racist nature   |
| R2                 | Encourage discussion and debate taking into account other people's point of view.  |
| R3                 | Ensure all stakeholders are aware of policies and practice in school   |
| R4                 | Ensure that all children from different ethnic groups are making and maintaining good progress   |
| Community Cohesion |  |
| C1                 | Further develop links between the school and the wider community (eg Maforga)  |
| C2                 | Continue to promote the school in the local and wider community  |
| C3                 | Continue to share the school vision more widely within the whole community   |
| C4                 | Raise the quality of learning and opportunities for staff development through close collaboration with the 7 Alresford Schools Pyramid and Rural Schools links |
| C5                 | Promote continued cohesion within the school through engaging children as play leaders and peer mentors.   |
|                    |  |

These objectives are published on the school's website as part of this policy and will be updated at least every four years. We will make every effort to provide copies in other formats when requested to do so.

#### 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: -

- pupil conferencing and involvement of the school council
- questionnaires
- staff surveys
- contact with parents
- contact with members of the local community

These activities have involved people with protected characteristics as follows:

- used a staff survey to ensure that the views of the full diversity of staff have been captured
- run a targeted focus group of children with SEN and their parents
- approached specific learners on the student council

##### 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.

In order to involve learners, parents, staff and others in improving practice we:

- embed equality and inclusion into our learner voice strategies including the school council and analysis of pupil attitude data as well as other feedback from children
- Review equality and inclusion data and feedback in staff meetings
- Engage with curriculum development of different cultures
- 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

A number of approaches may be necessary to ensure that **all** relevant stakeholders have a 'voice' in improving practice by continually involving staff and others from diverse backgrounds, and where appropriate, will either

work with other schools to set up an advisory group of disabled people, or representatives from ethnic communities or use existing county groups e.g. The Lesbian, Gay, Bisexual and Transsexual (LGBT) staff network.

## **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. 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

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.

#### Individual roles and responsibilities

- coordinate and monitor equality and diversity – Headteacher – Mrs Simrit Otway
- deal with incidents of discrimination or harassment – Headteacher – Mrs Simrit Otway
- monitor progress and attainment of learners from different groups and communities – Mrs Cathy Taylor (Inclusion Leader)
- monitor recruitment and career progress of staff from different groups and communities – Headteacher – Mrs Simrit Otway
- provide adjustment and support for SEND learners – Mrs Cathy Taylor (Inclusion Leader)
- For further information, or to request this Statement in an alternative format, please contact the school office