

Sherborne St John Church of England 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 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:

- 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
- dealing firmly with any incidents of discrimination, harassment and victimisation
- 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:

- advance equality of opportunity
- eliminate discrimination, harassment and victimisation
- 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

- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers
- active involvement with key stakeholders

Our School Ethos and Vision

As a voluntary controlled Church of England School the principles of the Bible and Christian values are very much a part of all that we do. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. We have created a warm, supportive environment that enables every child to feel happy, safe and valued.

Christian values, with a focus on trust, forgiveness and truth, underpin our ethos. Each child is valued and encouraged to achieve their full potential. Our Christian ethos enriches our children whilst encouraging them to make sensible choices and to be respectful of others. Children are nurtured to become confident individuals ready to embrace their future.

The community of Sherborne St John Church of England Primary School aims to provide a high quality education which develops children intellectually, socially, morally, physically and spiritually with a Christian framework.

We aim to achieve our vision by:

- Making the school a place of great enjoyment
- Giving all stakeholders a pride in our school
- Valuing each child as an individual and encourage them to reach their full potential

The full text of our School Ethos Statement and our School Vision are published on the school website.

2. Information gathering

We will collect a range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion, although we may not be able to publish all of the data we collect, as our very small groups may leave individuals identifiable.

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, and where necessary, we will use comparator detail from the following websites:

- *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 will collect the following quantitative information about:

- Our local catchment area, demographics
- For pupils, we will include whatever information we have that can be disaggregated by protected characteristic such as:
 - admissions
 - attendance
 - achievement and progression
 - participation in the student council
 - take up of extracurricular activities
 - rewards and sanctions

- Staff information - we will gather information which will be used internally if necessary, however no data will be published as our small sample size means that individuals may be identifiable from the data. (We note that the DfE does not generally publish information which relates to fewer than 3 people).

We will review the following sources, when relevant, for qualitative information:

- school policies
- minutes of governor meetings (both Full Governing Body and the HR Committee)
- Staff meetings and training
- information about aspects of the curriculum
- 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 from 6 April 2012 and updated annually thereafter. 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 (at the time of writing):

- Sherborne St John Church of England Primary School is a small village school; the catchment of the school is the village
- There is a gender balance of 44% girls and 55% boys across the whole school, however some year groups have a more significant difference, with the greatest being 67% boys and 33% girls
- We are a Church school and some of the staff, pupils and parents attend the local church
- The majority of children come from the middle to upper middle socio economic groups (personal knowledge/Deprivation index/Housing data/employment data - Neighbourhood statistics), we have one pupil eligible for free school meals
- Gender monitoring show that there is no significant difference in attendance (currently 97.2% for boys 96.5% for girls)
- There is a good balance between age groups of the staff
- All of our current full time staff are female and majority are white British, two members of staff are French or Spanish
- We employ a male computer technician for one day per month and have visiting male music teachers and sports coaches several days a week
- The first language of most staff is English, we have two members of staff whose first language is not English – they speak French and Spanish. The first language of most pupils is also English, we have fourteen pupils whose first language is not English – they speak Chinese, Spanish, Telugu, Hindi, Tamil, Slovak, French, Punjabi and Turkish
- Within the governing body there is a 2:9 ratio of men to women

The information gathered about pupils tells us that there are very small differences in achievement outcomes and attendance between genders. Our groups such as disability, race and English as an additional language (EAL) are of such small size that progress is monitored and analysed regularly on an individual basis.

RAISE-on-line data for performance is analysed annually and any whole school issues are addressed as part of the School Improvement Plan. For individual under-achievement, appropriate support is provided.

Should the composition of the school community change over time, then data collection will be collected and analysed for each relevant group

Data also shows that all individuals, regardless of disability, are able to fully participate in all school visits, trips and activities. Planning is completed as part of the Risk Assessment process, with a view to ensuring all abilities are included and their needs catered for.

We monitor our lower income pupils (the two pupils eligible for free school meals plus any others whose parents make us aware of financial hardship), to ensure that we mitigate the potential impact of these “pockets of poverty”. Pupil premium money is used to pay for school trips (among other things) for the eligible pupils, and the school funds any other pupils who need assistance, to ensure that no pupil misses out on full participation due to their economic circumstances.

The data we have gathered regarding our staff and Governors shows us that we have a significantly higher female than male population. We currently ensure that we have male role models available in school, through our sports coaches, music teachers and IT technician. We will continue to monitor this trend, and we will take positive action on any future staff or governor vacancies to encourage more male applicants.

The objectives set for the next four years (Appendix 1) are published on the school's website and will be updated at least every four years. We will try to respond positively to any request made for a copy in another format.

4. Involvement of staff, pupils, and parents

a) Developing our Statement

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

- Consultation with staff on the draft Single Equality Scheme
- Contact with parents, and feedback requested on the draft Single Equality Scheme

These activities have involved people with protected characteristics by encouraging parents and staff from all groups to respond to the request for feedback.

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.

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 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;

- Equal Opportunities
- Admissions
- Accessibility Plan
- Collective worship
- Behaviour and Anti-Bullying
- Safeguarding
- SEN policy
- Complaints
- Disciplinary
- Grievance
- Pay
- Performance Management
- Staff Recruitment and Retention

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
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimisation

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 characteristicsand encourage pupils to do the same.
- highlight to the Head Teacher 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 the Head Teacher, via the School Office.

Date statement approved by GB: Spring 2016
Date for Data and Objectives review: Spring 2017
Date for statement review: Spring 2020