

# 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 its principles 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.

We will collect the following quantitative information about pupils, such as:

- admissions
- attendance
- achievement and progression
- participation in the student council
- take up of extracurricular activities
- rewards and sanctions

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

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 (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
- 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)

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 (those 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 currently have a significantly higher female than male population. We aim to ensure that we have male role models available in school, through our sports coaches, music teachers and worship leaders. 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 2) 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**

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 ask for feedback from pupils, parents, and staff annually in our survey, and again at the point of leaving the school (Exit Interviews for year 6 pupils and their parents).

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.

## **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.

This statement will be reviewed every 4 years by the HR Committee, or a working party appointed by the HR Committee.

As part of this review, we may involve staff and parents in the following ways: -

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

## **6. Key school policies and procedures**

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

- Admissions
- Accessibility Plan
- Collective worship
- Behaviour and Anti-Bullying
- RSE and Sex Education policies
- Safeguarding
- SEN policy
- Complaints
- Disciplinary
- Grievance
- Pay
- Performance Management

## **7. Roles and responsibilities**

The HR Committee 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)
- monitor progress and attainment of learners from different groups and communities and provide regular reports for governors (via the Curriculum Committee)
- 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 characteristics
 and encourage pupils to do the same.
- provide reasonable adjustment and support for disabled learners
- 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 statement review: Spring 2020**

**Reviewed and updated: Autumn 2021**  
**Date for review: Autumn 2025**

## Appendix 1 – Data

### Sherborne St John Church of England Primary School Equalities Data

#### Pupil-related information

Information	Evidence and commentary
Gender balance – whole school	Boys - 52% Girls – 48%
Gender balance – Year 6	Boys – 38% Girls – 62%
Gender balance – Year 5	Boys – 58% Girls – 42%
Gender balance – Year 4	Boys – 53% Girls – 47%
Gender balance – Year 3	Boys – 65% Girls – 35%
Gender balance – Year 2	Boys – 43% Girls – 57%
Gender balance – Year 1	Boys – 47% Girls – 53%
Gender balance – Year R	Boys – 59% Girls – 41%
Ethnic background	White British – 70% BAME – 30%
English as a second language	6%
Attainment in reading by gender 2019 at end of Key Stage 1.	Percentage working at or beyond expected standard. Boys - 100% Girls – 86%
Attainment in writing by gender 2019 at end of Key Stage 1.	Boys - 80% Girls – 86%
Attainment in maths by gender 2019 at end of Key Stage 1.	Boys - 100% Girls – 71%
Attainment in reading by gender 2019 at end of Key Stage 2.	Boys – 100% Girls – 86%
Attainment in writing by gender 2019 at end of Key Stage 2.	Boys - 100% Girls 100%
Attainment in maths by gender 2019 at end of Key Stage 2.	Boys – 90% Girls – 86%
Attainment in reading by gender 2021 at end of Key Stage 1. (Teacher Assessed)	Boys – 82% Girls – 66%
Attainment in writing by gender 2021 at end of Key Stage 1. (Teacher Assessed)	Boys – 73% Girls – 66%
Attainment in maths by gender 2021 at end of Key Stage 1. (Teacher Assessed)	Boys – 73% Girls – 83%
Attainment in reading by gender 2021 at end of Key Stage 2. (Teacher	Boys – 80% Girls – 80%

Assessed)	
Attainment in writing by gender 2021 at end of Key Stage 2. (Teacher Assessed)	Boys – 60% Girls – 80%
Attainment in maths by gender 2021 at end of Key Stage 2. (Teacher Assessed)	Boys – 70% Girls – 80%
Attendance by gender 2020-2021 (during Covid-19), compared to pre-Covid-19 2018-2019	Girls – 95.98% / 97.27% Boys – 94.17% / 97.11%
Participation in the student council by race 2021-22	20% of the student council is BAME; 80% of the student council is White British. This is broadly reflective of the school community.
Participation in the student council by gender 2021-22	Boys – 30% Girls – 70%
Note - Children put themselves forwards for school council positions, and are then elected by their peers. Teachers ensure all children understand the requirements of the role and all are encouraged to apply.	
School Ambassadors by race 2021-22	12% of the student council is BAME; 88% of the student council is White British.
School Ambassadors by gender 2021-22	Boys – 25% Girls – 75%
Note - Ambassadors are selected from year 6 pupils only, so the data to compare to in 2020-21 is: Gender balance: Girls 57% / Boys 43% BAME 14% / White British 86%	

## Appendix 2 – Objectives

Single Equality Statement Objectives 2021-2025 (with interim annual reviews)

<b>Objectives</b>	<b>Actions to be taken</b>	<b>Lead responsibility</b>	<b>Timescale</b>	<b>Expected outcomes</b>
To continue to ensure that attainment and participation of BAME students is reflective of the school community.	Staff awareness training, ensuring all issues or potential issues are recorded, resolved and reviewed	Headteacher	Spring term 2022	BAME students continue to attain and participate in school activities in line with the overall school community
To ensure equality of gender achievement	Close attention to gender performance through pupil tracking. Identify any trends or differences and confirm that intervention strategies are in place.	Headteacher	Termly and annual at end of year	No identified inequalities or trends
To provide male role models as we have an all female staff	Request male coaches and teachers for out of school activities and clubs (eg football, tag rugby, dance) wherever possible  Continue to encourage male teachers for enhancement activities (eg music) and encourage male parents to volunteer in class to hear readers.	Headteacher	Review annually	Male role models have been evident
Review objectives from Accessibility Plan	Review of objectives.	Headteacher and Facilities Committee	Review when required (or bi-annually as a minimum)	No change unless required
To continue to ensure the inclusion of all children in all activities	For the needs of individual children to be considered and plans put in place for their inclusion.	Headteacher and class teacher	Review annually	All activities have been accessed by all.

These objectives will be formally reviewed in 4 years time, however if there are changes to the make up of the school community in the meantime then we will review and add any relevant objectives.