



Stoke Park Infant School Single Equality Statement (SES)

Review Information			
Responsibility:	FGB		
Review Cycle:	MOPP Annual Review		
Adopted:	September 2023	Next Review:	September 2024

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
- 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 that children at Stoke Park Infant School should grow and learn together to be the best they can be and to engage, enjoy and challenge themselves. We value each child as an individual and cherish their uniqueness and endeavor to ensure that everyone reaches their full potential.

We recognise that the school is underpinned by a clear set of values, beliefs and pedagogy that underpins life at Stoke Park Infant School.

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. The comparator data will be collected from sources such as

- The Inspection Data Summary Report (IDSR)
- Ofsted Data Dashboard
- Department for Education

The equality information collected by the school includes:

- Local catchment area
- Demographics of the area
- Demographics for pupils

- Information that can be disaggregated by protected characteristics such as:
 - admissions
 - attendance
 - achievement and progression
 - rewards and sanctions
 - participation and pupil voice
 - 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 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 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)
- monitoring of equality issues in everyday life – e.g. racial incidents, CPOMS
- Cohort action plans – planning for engagement e.g. boys in writing, closing the gender gap etc.
- Cohort plans that focus on specific key groups e.g. Pupil Premium, EHCP
- Curriculum plans and maps
- 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
- Collective Worship themes

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

- Achievement for pupils is overall in line with pupils nationally (IDSR)
- That achievement in writing at the end of KS1 is marginally below national at ARE and GD
- That children in the Early Years make good progress from their starting points and GLD is in line with Hampshire
- The attainment gap between boys and girls in EYFS has closed
- Attendance for all groups has improved over the last 2 years and is in line or above national

The objective(s) set for the next four years is/are therefore to

- To improve the attainment and progress for pupil groups, especially SEND and SEND/Disadvantaged
- To continue to monitor the attendance of disadvantaged groups
- To continue to narrow the gap between disadvantaged and non disadvantaged
- To ensure equality of opportunity for all regardless of background, age, disability, gender, race, religion or sexual orientation
- To develop wider links to ensure that children have a widening view of life beyond Bishopstoke

Current Information for staff shows us that:

- Long term sickness absence has been reduced
- If long term sickness occurs then referrals to Occupational Health are made
- All requests for changes to terms of contract are considered and decisions are made both on the needs of the individual and the needs of the whole school

Future Priorities:

- To consistently carry out exit interviews for all staff who leave or move onto a new role
- To continue to monitor staff who return from long term sickness absence, providing a return to work interview and completion of paperwork to ensure all reasonable adjustments are made.
- To continue to monitor staff to ensure that we are fully aware of the needs of those staff who fall into the definition of a protected characteristics group and/or fall into the definition of a disabled person
- To gather staff views as to their confidence and the support needed to meet the expectations of the SES

These objectives 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.

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 the governing body. This has ensured that a diverse group of people with links to the wider community and with protected characteristics have been consulted. The group also largely reflects the make up of the school.

The following activities have taken place:

- Contact with parents
- Staff information gathering meetings
- Focus groups
- Contact with the local community including people with disabilities.

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 (*schools will need to add in and auxiliary aids once this duty comes into effect*), 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 always seek to involve learners, parents, staff and others in improving practice through:

- embedding equality and inclusion into pupil voice strategies and staff and governor meetings
- providing support for 'hard to reach' groups through our Home-School Link worker and ELSA - e.g disadvantaged and hard to reach families, young carers, disabled young people or their parents
- addressing under-representation if this is evident
- involving staff, parents, pupils and others in developing policy and practice where equality issues are key

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
- Behavior Policy
- Safeguarding Policy
- Child Protection Policy
- SEND policy
- Complaint Procedure
- Disciplinary Procedure
- Grievance Procedure
- Pay, Performance Management and Capability Policies
- Code Of Conduct
- Health and Safety Policies
- Attendance Policy
- Collective Worship Policy
- Teaching and Learning 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 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 characteristicsand 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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