

Kings Copse 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 its principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

In line with our duties under the Equality Act 2010, this Single Equality Statement sets out how our school intends to:

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

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>
- IDSR
- Perspective Lite
- Department for Education – national School Workforce Census data:
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/s wf/news/a0076945/school-workforce-census-data-published>

For pupils we collect information which can be disaggregated by protected characteristic, including:

- participation in the student council
- take up of extra-curricular activities
- incidents of discrimination/bullying
- admissions
- attendance
- achievement and progression
- rewards and sanctions

We also collect information on other people who use our services, including:

- attendance at parents evenings
- governor representation

We collect and monitor qualitative information, including that found in:

- 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 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
- details about particular initiatives undertaken in the school e.g. a focus on raising attainment for a particular group
- 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

An analysis of the most recent information collected by the school is always available on the school website and is 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

As a result of information collected between 2014 and 2018, we know that:

- Every child has equal access to extra-curricular activities that are offered on a first come, first served basis. We recognise that staying on after the end of the school day can be problematic for

some children (particularly those who come to school by taxi, e.g. VI children) so we offer a range of clubs that take place during the school day (i.e. at lunchtime). The percentage of SEN pupils, boys, girls and ethnic minority children attending after school clubs is equitable

- There is a small difference between the rate of attendance for boys and girls (0.71% difference in 2016/17). Figures are similar for SEN pupils when compared with non-SEN peers
- Every child has an equal chance of gaining special rewards (merits and team points). The spread of boys and girls earning higher numbers of merits is even.
- Attendance at Parent Consultation Evenings and Annual Review meetings (SEN/VI) does not differ depending on the attributes of the children (e.g. gender, SEN status). Any potential for discrimination (such as where parents live a long way from school or do not have access to transport) is addressed through alternative arrangements, for example telephone appointments
- Data summary:

	2015 - 16			2016 - 17		
	Boys	Girls	GAP	Boys	Girls	GAP
Reading	67%	53%	14%	67%	73%	6%
Writing	67%	60%	7%	60%	53%	7%
Maths	53%	47%	7%	53%	60%	7%

The gap between boys and girls is typically around 7%, although it is variable whether girls outperform boys or vice versa.

- From 2015 - 17, attainment and progress at the end of KS1 for all children has continued to remain a positive picture for the majority of pupils.

Objectives for 2015 through to 2019 are to:

- Provide support for children according to their needs so that all groups make similar progress
- Focus on reducing the gaps between boys/girls attainment
- Ensure that pupils with SEN make effective progress
- Monitor how additional small group, off-site and one-off curriculum activities are offered to children to ensure there is equal access to these across the academic year
- Ensure that children eligible for support via the Pupil Premium make similar progress to their non-PP peers
- Promote uptake of extra-curricular activities by vulnerable groups, particularly for Pupil Premium children
- Provide a well-balanced curriculum that promotes multi-cultural and multi-faith awareness, given our homogenous catchment area and limited life experience of our children

All objectives are published on the school 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:

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Statement. We have striven 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.

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 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 objectives, 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 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 Development activities and planning. 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 objectives 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
- Anti-bullying
- Behaviour
- Complaints
- Child Protection
- Collective Worship
- Pay
- Performance Management and Capability
- PSHE
- SEN

7. Roles and responsibilities

The governing body will:

- monitor the implementation of the Statement and the objectives 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 objectives
- 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 objectives
- 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 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
- highlight to the senior leadership team any staff training or development that they require

For further information, or to request this Statement in an alternative format, please contact the Headteacher.

Date statement approved: Spring 2018

Date for statement review: Spring 2022