Leesland C of E Federation

Single Equality Statement (SES)

(adapted from HCC model policy)

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"Two Schools, One Vision"

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CHAIR OF GOVERNORS

Date Approved: 5th October 2020

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Single Equality Statement (SES)

*Through our Core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community, and **gracious** enough to include everyone in our journey to achieve a bright future.*

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
- 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

- 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 Local information and statistics website https://www.hants.gov.uk/aboutthecouncil/informationandstats
- Analyse School Performance (ASP) – provides an opportunity to compare against national data
- Perspective Lite - provides an opportunity to compare against national and local 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

The type of equality information we may collect in our schools:

- Admissions data
- Attendance data
- achievement and progress data
- behaviour incidences and subsequent consequences
- take up of extracurricular activities
- complaints – themes & outcomes
- incidents of discrimination or bullying
- local catchment area, demographics

The most recent information collected by the school will be available on the school website from the end of October each year. It is updated annually.

3. Using equality information

We use the information collected to help the federation:

- 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
- monitor progress towards meeting these objectives
- inform future action.

Current data shows us that:

From the most result census data (2011)

- 94.4% of Gosport's resident population are 'White British'. Those in other ethnic groups account for 5.6%. The ethnic group 'White Other' accounts for 2.0% including both White Irish and Polish individuals, amongst others. The Asian ethnic group accounts for 1.3% encompassing Indian ethnicity, with others.
- In Gosport, 82.5% of the population state their daily activities are 'not limited' by a long term illness whilst 9.8% are 'limited a little' and 7.8% are 'limited a lot' by their illness. The proportion of Gosport's population who are 'limited a lot' is above Hampshire and below England and Wales.
- Christianity remains the largest religion in Gosport at 58.8%. Muslim is the next biggest religion at 0.5% followed closely by Other (0.5%) and Buddhist (0.2%). A large percentage said that they had no religion (32.8%), whilst 6.7% did not state any religion at all.

From our admissions data in September 2020:

% of pupils:

Year Group	Boys	Girls	Pupil Premium	Free School Meals	1st language not British*	Education, Health & Care Plan	Looked After Children
Year R	40.0	60.0	27.1	21.4	5.7	0	0
Year 1	57.1	42.9	33.8	27.3	5.2	0	1.3
Year 2	50.0	50.0	39.5	31.4	8.1	0	0
Year 3	58.8	41.3	33.8	32.5	2.5	1.3	1.3
Year 4	52.4	47.6	35.7	28.6	3.6	3.6	1.2
Year 5	47.7	52.3	42.0	30.7	5.7	1.1	1.1
Year 6	51.6	48.4	37.4	25.3	4.4	0	1.1

*including pupils with Information Not Obtained

% of pupils:

Ethnic group	Infant School	Junior School
White – British	90.6	87.5
Black – African	0.4	1.2
Black Caribbean	0	0.6
White and Black Africa	1.3	1.2
White and Black Caribbean	0	0.9
White and Asian	0.9	1.2
Chinese	0.4	0
Indian	0	0.3
Information not yet obtained	2.1	0.3
Any other Mixed Background	1.3	0.9
Any other White background	0.9	4.4
Any other Black Background	0.4	0
Any other Asian Background	0	0.6
Any Other Ethnic Group	0	0.9
Refused	0	0.3

From published attainment data in 2018-19 (no 2020 data due to Covid-19):

Key Stage 1 Outcomes: % Achieving Age Related Expectations or Greater

	Reading	Writing	Maths
All pupil	85.5	67.5	80.7
Males	83.3	54.8	78.6
Females	87.7	80.5	82.9
FSM	62.5	50.0	62.5
Not FSM	91.0	71.6	85.1
Pupil Premium	70.8	62.5	70.8
Not Pupil Premium	91.5	69.5	84.7
EHCP	50.0	50.0	50.0

Key Stage 2 Outcomes: % Achieving Age Related Expectations or Greater

	Reading	Writing	Maths
All pupil	40.5	69.1	50.0
Males	50.0	63.1	60.9
Females	28.9	76.3	36.8
FSM	42.9	71.4	71.4
Not FSM	40.3	68.8	48.1
Pupil Premium	26.5	67.6	41.2
Not Pupil Premium	50.0	70.0	56.0
EHCP	100	0	0

From our internal data about behaviour incidents, bullying and exclusions 2019-20:

	Infant School	Junior School
Racist Incidents	**0 reported incidents**	**7 cases of racist language used:** Perpetrators: 100% identify as White British. 86% Male 57% Christian; 43% no religion 14% eligible for Pupil Premium funding 28% on the SEN register for Social, Emotional & Mental Health (SEMH) Needs
Homophobic Incidents	**0 reported incidents**	**0 reported incidents**
Fixed term exclusions	**3 fixed term exclusions:** 66% male, 33% female 100% on the SEN register for SEMH 100% White British 100% not eligible for Pupil premium Funding 66% no religion; 33% Christian	**3 fixed term exclusions:** 100% male 100% on the SEN register: 66% SEMH 33% Speech, Language & Communication Needs. 100% White British 100% not eligible for Pupil premium Funding 66% no religion; 33% Christian

As a result of this data collection, our objectives set for the next four years are:

- Raise attainment of FSM pupils in Reading, Writing and Maths at the end of Key Stage 1
- Raise attainment of all groups of pupils in Reading, Writing and Maths in End of Key Stage 2 Assessments, with a particular focus on:
    - girls in Reading & Maths
    - those eligible for Pupil Premium Funding in Reading & Maths
- Develop the role of diversity leader across the federation to ensure curriculum represents all groups in our community, educated against prejudice, celebrating differences, cultures and uniqueness.

These objectives are published on the federation's website, in this statement, and will be updated at least every four years.

4. Involvement of staff, pupils, and parents

a) Developing & Reviewing our Statement

The involvement of a diverse group of people will be instrumental in reviewing our Single Equality Statement. We strive 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, but they do not necessarily speak for everyone within that community.

In reviewing our Statement, we will involve staff, pupils, parents and others in the following ways: -

- focus groups
- questionnaires
- involvement of Leesland Leaders
- staff surveys
- contact with parents,
- contact with local community and disability organisations.

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 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 federation'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 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
- Behaviour
- Anti Bullying
- Collective Worship
- Child Protection
- Safeguarding
- SEND
- Complaints Procedure
- Staff Pay
- Staff Code of Conduct
- Staff Performance Management
- Staff capability procedures
- Staff grievance procedures
- Protected Disclosures (Whistle Blowing)

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 Executive Headteacher 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 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 to carry out the above role and responsibilities.
- Record and log any incidents appropriately, in a timely manner, and using the correct 'tags' on CPOMS.