



SOLENT JUNIOR SCHOOL

SINGLE EQUALITY STATEMENT

Full Governing Body approval gained in October 2016

Next review July 2020

Policy produced by Elizabeth Cooper, Headteacher

Chair of Governor's signature:

1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to strive towards their potential whatever their background, identity and circumstance. We are committed to creating a community that recognizes and celebrates difference within a culture of respect and co-operation. 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.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents and carers. 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
- 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

This Single Equality Statement sets out how our school intends to:

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

This will be pursued 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
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next four years.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is a fundamental part of our drive towards excellence.

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 monitor our progress and performance more effectively, as our pupils and staff may face more than one barrier to achieving well. We will consider the information we have collected about our school, where possible, in the context of national and county information primarily using RAISE online and information provided to us by the local authority.

We will collect information about the pupils and families in our school, including those who have protected characteristics, so that we have a good understanding of the community that we are part of and the pupils who attend Solent Junior School

Where possible, we will collect and monitor any information we have which can be disaggregated by protected characteristic such as:

- Achievement and progress
- Attendance
- Admissions
- Rewards and sanctions
- Behaviour
- Participation in school activities
- Participation in extra-curricular activities
- Equality information such as complaints, incidents of discrimination or incidents of bullying

We have fewer than 150 staff employed at Solent Junior School and therefore do not publish information related to staff and protected characteristics.

We will not publish information for small groups of pupils in order to ensure that they cannot be identified.

Evidence of how we meet the requirements will include:

- Policy documents
- Minutes of Governor meetings
- Notes/handouts from staff meetings
- Curriculum planning
- Reports by external bodies such as Ofsted

The most recent information collected by the school will be available on the school website and is 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

School Context

There are currently 364 pupils on Roll. There are broadly the same number of girls and boys across the school, although the distribution within year groups is not always so equally balanced.

The majority of pupils are White British. About 8.6% of pupils are from ethnicities other than White British. There are 4% for whom English is a second language.

10% of the pupils at Solent Junior are identified as having Special Educational Needs (SEN) and a small number of pupils are recognized as having a disability.

Outcomes

The most recent Ofsted report for the school recognises that achievement is good.

The achievement profile of pupils from ethnicities other than White - British is good and similar to that of the school as a whole.

The main difficulty we have identifying trends for pupils who have protected characteristics is that there are often small numbers of them. However, we focus on the achievement of individuals and a greater understanding of the background and needs of those individuals enables us to tailor the curriculum to them.

All pupils with protected characteristics are supported with taking part in all school activities including school trips. We make provision to ensure that they can attend, including one to one adult support where necessary.

The objectives set for the next four years are therefore to:

To ensure the achievement of those pupils with protected characteristics is at least in line with national averages by

- Use the school's management information systems to efficiently extract data about SEN pupils and those with protected characteristics
- Embedding the evaluation of performance data, disaggregated by protected characteristic, within the school's self-evaluation and therefore to the Governors
- Ensuring that the leadership team, and whole staff, are fully aware of the outcomes of tracking and analysis
- Ensuring there is early intervention when concerns about progress are raised

To increase the pupils' understanding of Britain as a multi-cultural society by

- Maximising opportunities to explore and celebrate diversity across the curriculum
- Reviewing the RE curriculum, ensuring pupils understand faiths that are represented in the UK
- Exploring issues surrounding ethnicity within PSHE lessons

To break down barriers to perceptions of disability by

- Reviewing achievements of disabled role models locally, nationally and globally
- Ensuring a range of visitors enable children to engage positively with people with disabilities
- Ensuring as far as possible, that we enable access to events and information

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.

4. Involvement of staff, pupils, and parents

a) Developing our Statement

In developing our Statement, we have followed guidance from the DfE

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 appropriate.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

We involve learners in developing equality policy and practice, such as learners developing behaviour and anti-bullying policies. We conduct consultations with pupils,

parents, staff and governors when developing strategic plans, enabling all parties to provide feedback about improving outcomes for all learners.

We also hold Parent Voice meetings, providing information about developments in school and inviting feedback.

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 '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 leadership team and the governing body

We will formally review, evaluate and revise this Single Equality Statement and our objectives every four years.

6. Key school policies and procedures

School policies that link with, and have informed this scheme include:

- Behaviour Policy
- Anti-Bullying Policy
- Recruitment Policy
- Pay Policy
- Admissions Policy
- SEN/D Policy
- Safeguarding & Child Protection policy
- Complaints Policy
- Whistleblowing Policy
- Appraisal Policy

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 and parents
- ensure that all governors are aware of their legal responsibilities under equality legislation
- update the equality information 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 recognizes 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, inclusion and community cohesion
- 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.

All staff will also ensure that students are encouraged to:

- recognise that they have a role and responsibility to themselves and others so that they understand and are able to
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying strategies
 - respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

The Headteacher or the Deputy Headteacher, in her absence, will

- coordinate and monitor equality and diversity.
- deal with incidents of discrimination or harassment
- monitor recruitment and career progress of staff from different groups and communities
- provide reasonable adjustment and support for disabled staff

The Headteacher, Deputy Headteacher, Learning Support Co-ordinator and Leadership Team will:

- monitor progress and attainment of learners from different groups and communities.

The Special Educational Needs Co-ordinator and Inclusion Team will

- provide reasonable adjustment and support for disabled learners.

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