

Langrish 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

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 Facts and Figures website*
<http://www3.hants.gov.uk/planning/factsandfigures.htm>
- *RAISE online – provides an opportunity to compare against national 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 most recent information collected by the school will be available on the school website and 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.

4. Involvement of staff, pupils, and parents

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 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 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. 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 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.

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

Date statement approved by FGB: March 2021

Date for statement review: March 2025

SES Appendix 1

Equality Objectives and Monitoring

- 1. To continue to increase opportunities for all pupils to appreciate diverse cultures, peoples and experiences and to understand, challenge and help eliminate all forms of discrimination.**

Monitoring: Annual review of quantity and quality of opportunities for:

- exposure to greater diversity
- celebrating diversity
- increasing understanding of protected characteristics and discrimination
- challenging discrimination and taking action

Evidence sources:

Pupil voice, Class teachers, RRE Award/RRE steering group actions, SLT/behaviour & incident reports, Parent voice, Policies, Community/external/visitor feedback

Please refer to our current webpages for more detail:

<https://www.langrish.hants.sch.uk/page/?title=Inclusion+and+Equality+Information&pid=506>

<https://www.langrish.hants.sch.uk/page/?title=PSHE+and+Rights+Respecting+Education&pid=149>

June 2022

- Y6 exit interviews with Governors
- Hampshire Inclusion and Diversity conference with presentations by Governor, Head and EARA pupils
- Awarded Hampshire Advocate Level for RRE (first primary school in Hampshire to be recognized)
- School Development Plan included introducing a stronger focus on diversity and inclusion in the foundation subjects curriculum, in particular, greater breadth of leading figures across different fields
- Reviewed school trips and visitors to enhance the focus on diversity

June 2023

- EARA group presenting at Annual Hampshire Governors Conference
- Reviewing implementation and impact of changes to curriculum with regard to diversity and inclusion in the foundation subjects
- Dedicated board to celebrate different historical figures which the children can respond to and contribute to
- Blog in place to record class contributions and discussions around RRE timetable. This has generated better participation across the whole school, rather than just recording actions
- Parents survey completed including UNCRC questions
- Pupil written appendix to internet usage policy – shared with all parents in newsletter and on school website. This was managed by school parliament

By June 2024

- Protected characteristics to be included as part of the 'Hot Topics' section on the School Development Plan
- Increase the membership of the EARA group to include 2 members from each KS2 class. This will involve 'interviews' led by the current group
- Dedicated newsletter for School Parliament on a termly basis (led by Y6 members), produced with computing lead
- To continue with pupil interviews, parent surveys

2. To support pupils with lower physical activity levels to engage with – and enjoy – greater amounts of physical activity, both formal and informal.

Monitoring: Termly review:

- identification of least physically active children and current level of engagement
- provision of tailored support and/or opportunities to increase physical activity
- level of pupil participation in and enjoyment of physical activity

Evidence sources:

Pupil voice, Class teachers, extracurricular activities, School Games Mark documentation, Parent voice, Community feedback (eg inter-school activities, sports leader)

June 2022

- Pupil survey as part of School Games Mark to gauge pupil involvement in after school clubs
- Gold level Sports Mark achieved
- Children continue to come to school in PE kit on PE days to reduce potential embarrassment around changing with peers and to increase time spent in activities
- 'Wake and Shake' and 'Up and Go' continued since COVID to contribute to positive mental health and well being as well as increasing activity levels during the school day

June 2023

- School employed a dedicated sports coach to deliver after school clubs which had been suggested by pupils at the end of year survey in July 2022
- Long term plan updated to include shorter times spent on particular sports to increase coverage of sports tried. Feedback from sports teachers is positive
- Achieved Platinum Sports Mark
- Less engaged pupils invited to the Hampshire Games Festival in Winchester. On their return, Quidditch was introduced into the games curriculum which is a high activity level, high inclusive sport which the children love!
- Y5 continue to lead the play leading provision for younger pupils who bring a varied perspective on sport and are not simply those who consider themselves to be the 'best' at sport
- 12 x Y5 Play leaders spoke to Governor about the challenges and rewards of being a Playleader and how they deal with it
- Youth Active Sport survey (national survey) conducted with KS2 girls

By June 2024

- Continue with play leader training on site so that all interested children can take part in promoting inclusive sporting activity in the younger year group
- Continue with promoting officiating of sports so that all can be engaged in lessons and at festivals
- Sports Premium to be spent promoting extra-curricular activities run by sports teachers (including training in sport specific activities such as table tennis and tennis)

Please refer to our current webpage for more detail:

<https://www.langrish.hants.sch.uk/page/?title=Sport+%26amp%3B+PE&pid=37>

Monitoring to be carried out by governors in the Equalities Working Group with the headteacher, and reported to the FGB at least annually.

Objectives that are achieved may be updated or replaced before the statutory SES review date if agreed by the FGB.