

# Langrish Primary School; Single Equality Statement (SES)



## Ambition – Belonging – Curiosity

### 1. Introduction

As a Rights Respecting School, we welcome the equality duties on schools. We believe that all pupils, staff and parents deserve to feel a strong sense of belonging within our school and to have the opportunity to fulfil 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 that is shaped and led by the pupils themselves in line with our key values, particularly Belonging and Curiosity.

We appreciate that a culture promoting 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 throughout the school is a fundamental part of our drive towards excellence.

We recognise that equality can only be achieved by the whole school community working together – particularly our learners, staff, governors and parents. 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
- foster good relations in a holistic and proactive way and in line with our duties under the Equality Act 2010.
- 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 to develop, review and implement this Statement
- 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.

## **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 contributing positively 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 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 2025**

**Date for statement review: March 2029**

# SES Appendix 1

## Equality Objectives and Monitoring

Langrish School is located in an area that does not benefit from high levels of diversity across protected characteristics. Central to promoting Equality at school and beyond is to expose pupils to diversity in as many ways as possible, so they can still learn to appreciate and celebrate difference and help to eliminate discrimination.

Between March 2021 and 2025 Langrish achieved this in a number of ways, from embedding diversity within the foundation curriculum by learning about more diverse leading figures from History, Science and Art and Music, to reviewing school trips, visitors and resources for subjects such as World Faith and Philosophy. A major project was undertaken to increase learning about protected characteristics and representation in library and reading scheme books for all year groups, while the School Parliament was broadened and the EARA group expanded to include Years 3-4, using a blog and a termly page in the school newsletter to increase awareness across the whole school community.

There was also a focus on identifying and encouraging children with lower physical activity levels (or less opportunities to engage with physical activity) to engage with activities, both in school and through after school clubs. From encouraging children to come to school in PE kit on PE days to avoid issues around changing, to increasing physical movement during the school day in all classrooms and through outdoor activities such as the Golden Mile, the uptake was fantastic. The number of sports children could try was increased – Quidditch is now a popular addition to the games curriculum – and the Year 5 Playleader scheme continues to enable interested older children to promote physical activity levels in younger year groups.

During this time, Langrish not only became the first primary school in Hampshire to be awarded Advocate level for Rights Respecting Education, it was also successful in achieving the Gold and then Platinum Sports Mark.

Looking ahead to the next 4 years our prime objective will continue to be to increase the understanding and appreciation of diversity across the school. Initially, in line with the School Development Plan to promote better mental health and celebrate identity, neurodiversity will be a key theme.

- 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, including understanding appropriate terminology.**

### Monitoring:

Annual review of quantity and quality of opportunities for continued:

- o exposure to greater diversity
- o celebrating diversity
- o understanding of protected characteristics and discrimination
- o 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>

## By July 2026

- Pupils, staff and families to have an increased understanding of what it means to be neurodivergent, building empathy for those with lived experience and appreciating their strengths
- Lunchtimes adapted to better support the needs of neurodivergent learners through wider choice of space, activity and groupings
- Classroom environments and resources audited to support the needs of all learners, building on the experiences of those who are neurodivergent

## By July 2025

- People Project to be fully planned and delivered for Spring and Summer Terms; each project to have been shared with all stake holders and EARA network
- Pupils and staff able to identify diverse, inspirational figures, talking about their achievements and identities with confidence and correct terminology
- Support all members of the school community to have confidence in discussing difference

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

### Met

Monitoring - Termly review:

- o identification of least physically active children and current level of engagement
- o provision of tailored support and/or opportunities to increase physical activity
- o 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)

## By July 2025

- Use Sports England survey to target sports clubs offered (by working with external providers and Langrish staff) to encourage even greater numbers into sport
- Daily lunch time challenge (i.e. Daily Mile) to build active minutes for all pupils – staff regularly taking part alongside pupils

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.