

St John the Baptist 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 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.

Quantitative information

- **local catchment area, demographics**
- **we will include whatever information we have which can be disaggregated by protected characteristic such as**
 - **admissions**
 - **attendance**
 - **achievement and progression**
 - **rewards and sanctions**
 - **participation in the student council**
 - **take up of extracurricular activities**
 - **other equality information for example complaints and incidents of discrimination or bullying**
- **We may decide to gather information about attendance at parent's evenings and other school events, to identify if there is any under-representation by parent groups.**

Qualitative Information

- Equality objectives can be affirmed in the following policies: Anti bullying, Aims and values and British Values document. Also in our Accessibility Plan and our Community Cohesion Document.
- Outcomes of discussion on responsibilities for equality can be found in minutes of governor meetings. Governors renew annually 'The Equality Information' and 'Action Plan'
- The School Council is included in having a voice regarding equality issues and their views are taken into account.
- Staff training shows that staff are aware of key policies and they know key procedures. Intensive staff induction ensures all new staff are aware of policies and procedures relating to equality issues.
- The school monitors equality issues in everyday life due to staff understanding of equality procedures.
- The school is committed to taking part in 'anti-bullying week' on an annual basis, which includes children understanding that there are different kinds of bullying and that they are not to be bystanders.
- An Early Years action plan has focused successfully on 'boy learning' strategies: eg: enabling boys to study 'boy friendly' topics. Much learning is done by outdoor play including writing opportunities outside.
- Our 'twinning arrangements with Ghana enable pupils to meet and exchange experiences with pupils from different backgrounds.
- Children experience a comprehensive P.S.H.C.E. curriculum based on social and emotional aspects of learning. In addition they undertake themes of tolerance, understanding of different cultures and friendship within R.E. and Geography topics. (India and Hinduism)
- Acts of Worship are value based and a 'value of the week' often supports the children's understanding of equality issues as does children's study of British values.

The most recent information collected by the school will be available on the school website from 6 April 2012 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.

Information available for setting four year targets – May 2016 data shows us that:

- There are currently 20 children who are under 90% attendance. Of these
- 4/39 - are F.S.M. – 10.3%,

- 16/318 All pupils not FSM - 5.0%
- 3/35 Sen support – 8.6%
- 12/ 185 boys - 6.5%
- 12/169 girls – 7.1%

As 90% attendance is a new definition of persistent absence there are no national comparators yet but we aspire to ensure there are no negative data differentials in groups and that only in exceptional circumstance does attendance fall below 90%.

- Pupils in Reception achieve above the national standard in all areas. Although boys achieve above the national standard, girls differential is higher.
- In 2015 Year 1 phonics check data, results were exceptionally high and there was no disparity between protected groups.
- In 2015, Year 2 data showed that all protected groups achieved APS scores higher than national. APS scores were significantly above expected in Reading, Writing and Maths overall and whilst this makes the in school gap for FSM pupils more of a challenge we would aspire for there to be no in school gap between our pupil premium and non - pupil premium children.
- In 2015, Year 6 data showed that all protected groups achieved scores higher than the national except in English Grammar, Punctuation and Spelling for Free School Meals and for boys.
- Analysis of our merit and achievement records show that there are no perceived inequality issues relating to protected groups.
- The make up of the school council represents the protected groups that make up the school population.
- Our review of our Accessibility Plan with parents of children with disabilities show that we have made improvements and plan for future developments.
- In consultation with parents it was found there were no concerns regarding their child's access to curriculum/extra curriculum activities including residential trips and visits. They found the school totally inclusive.

Information available for May 2017 shows us that:

- There are currently 17 children who are under 90% attendance. Of these
- 6/37 are F.S.M. 16.2% This is predicted to reduce to 5/37 by the end of this academic year – 13.5% There are specific circumstances documented for children in this group.
- 11/344 All pupils not FSM - 3.1% This is predicted to reduce to 8/344 by the end of this academic year. 2.3%
- 17/ 381 All pupils – 4.5% This is projected to reduce to 13/381 by the end of this academic year – 3.4%
- 5/39 Sen support – 12.8%
- 8/ 187 boys - 4.2%
- 9/194 girls – 4.6%

As 90% attendance is a new definition of persistent absence there are no national comparators yet but we aspire to ensure there are no negative data differentials in groups and that only in exceptional circumstance does attendance fall below 90%.

- Pupils in Reception achieve above the national standard in all areas. Although boys achieve above the national standard, girls differential is higher.
- In 2015 Year 1 phonics check data results dipped below national with no disparity between groups
- In 2016, Year 2 data showed that all protected groups achieved standards at least in line with national expectation. EAL data is protected due to small numbers in the group.
- In 2016, Year 6 data showed that all protected groups achieved progress scores above 100 except, reading high band disadvantaged (mobile) and identified groups for English grammar, punctuation and spelling didn't attain ARE to national comparator of 72%. (female, disadvantaged, SEN,EAL)
- Analysis of our merit and achievement records show that there are no perceived inequality issues relating to protected groups.
- The makeup of the school council represents the protected groups that make up the school population.
- Our review of our Accessibility Plan with parents of children with disabilities show that we have made improvements and plan for future developments.
- In consultation with parents it was found there were no concerns regarding their child's access to curriculum/extra curriculum activities including residential trips and visits. They found the school totally inclusive.

Priorities set 2015/16 for four year objectives

- To ensure that all groups achieve the highest attendance with no groups lower than national figures. No protected group has persistent absence figures above national indicators.
- To increase % of FSM children achieving national expectation in English Grammar, Punctuation and Spelling by the end of KS2.
- To increase % of boys achieving national expectation in English Grammar, Punctuation and Spelling by the end of KS2.
- To ensure the very best communication to our EAL parents.

The objective(s) set for the next four years are therefore to

Objective	Protected group that this will most affect/influence	Actions to be undertaken	Lead responsibility	Timescale and updates	Expected outcome
<p>To ensure that all groups achieve the highest attendance with no groups attendance lower than national figures. No protected group has persistent absence above national indicators.</p>	<p>FSM, SEN</p>	<p>To ensure that the home link worker targets specific children in the objective category. Half termly reviews with parents.</p>	<p>Home link worker line managed by HT</p>	<p>Half termly updates and end of year review.</p>	<p>All groups attendance is at least in line with national. No protected group has persistent absence above national indicators. <u>Update 2017 Attendance at least in line with national</u> There needs to be continued monitoring and support for children on the SEN register with medical needs. There needs to be continued support to ensure that overall PP attendance is at least in line with national.</p>
<p>To increase % of FSM achieving national expectation in English Grammar, punctuation and spelling at the end of KS2.</p>	<p>FSM</p>	<p>To ensure excellence in planning and tracking for progress and attainment in English Grammar, Punctuation and Spelling for FSM children throughout the school. Ensure appropriate actions are taken for children to</p>	<p>Literacy manager and team leaders</p>	<p>8 weekly programs and 4 benchmark reviews a year.</p>	<p>% of FSM children achieving EGPS is at least in line with national <u>Update 2017 – 100% of pupil premium in Year 6 achieved EGPS</u></p>

		catch up and keep up with their year's curriculum.			
To ensure that both boys and girls attain standards above national expectation in English, Grammar, Punctuation and spelling at the end of year 6.	Boys	To ensure excellence in planning and tracking for progress and attainment in English Grammar, Punctuation and Spelling for boys throughout the school. Ensure appropriate actions are taken for children to catch up and keep up with their year's curriculum	Literacy manager and team leaders	8 weekly programs and 4 benchmark reviews a year.	% of boys achieving EGPS is at least in line with national <u>Update</u> 2017 – 18/20 boys achieved ARE/+ = 90% - Year 6 12/12 girls achieved ARE/+ = 100% 8/20 boys achieved greater depth = 40% 8/12 girls achieved greater depth =67% All the results are above national comparators.
To ensure the very best communication to our EAL parents.	EAL	Ensure that when EMTAS finish their work with individual children and families, preferred ways of communication are discussed with parents and where necessary translations are organised.	Class teacher and admin officer	Class teacher to check on a termly basis that information is accessible and helpful.	All parents feel that they are able to receive communications in a format most useful to them. <u>Update 2017</u> EAL leader co-ordinating parental responses from discussions to present to governors

These objectives are published on the school's website and will be renewed at least every four years. We will try to respond positively to any request made for a copy in another format. Targets are reviewed on a yearly basis.

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 strived 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.

In developing our Statement, we have involved staff, pupils, parents and others in the following ways: -

- Group of governors
- Parents of children with protected characteristics.
- Involvement of student council
- Staff surveys
- Contact with parents
- Contact with disability organizations.

These activities have involved people with protected characteristics as follows:

We have

- **involved a disabled person, and a person from an ethnic community in our working party to develop this statement**
- **run a targeted focus group of disabled staff and parents**
- **approached specific learners on the student council**

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 school's senior leadership team.

- Home school worker ensures that 'hard to reach' groups have access to support groups for equality of provision.
- We listen and take action from school and class councils and from the P.S.H.E programme.
- Continuing professional development and concerns raised at staff meetings will ensure equality and inclusion continue to be embedded.

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;

Bullying, Behaviour, Safeguarding, SEN, Collective Worship, Community Cohesion Document, Accessibility Plan (See appendix 1)

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 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 characteristicsand 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.

- The Headteacher and the Equality group of governors will coordinate and monitor equality and diversity
- The Headteacher and Home Link Worker will deal with incidents of discrimination or harassment
- The Headteacher and School Improvement Committee will monitor progress and attainment of learners from different groups and communities
- The SENCO, TLR'S and Class Teachers will provide reasonable adjustment and support for disabled learners

For further information, or to request this Statement in an alternative format, please contact:

Headteacher

Date statement approved by FGB: 24 May 2016

Date for next review – May 2020 with interim yearly review of objectives.

Appendix 1

Accessibility Plan

Accessibility Plan – St John the Baptist Primary School – Titchfield Common



(3 year period covered by the plan: 2014 to 2017) – This plan builds upon the work of previous accessibility plans dating from 2003.

We consider:

Access to Physical environment

Access to Curriculum

Access to Information

Priority	Responsible persons	Action required	Resources	Timescale	Dates and process of review	Success criteria
Further development of systems to involve disabled people	HT and identified governors	Continue to consult with representation from disabled parents, pupils and staff and users of the premises.	N/A	ongoing	Set up yearly review.	All those with disabilities using the school are able to be involved in regular consultation processes and feed into revision of accessibility plan.
Continue to ensure regular advice is sought from parents regarding communication needs and offer alternative formats on request	HT	Standard phrase added to newsletters- the first one in each term, mentioned at new children's induction and on the website Parents with EAL use app 'Say Hi' to		Ongoing	Equalities and accessibility team. Review and report to governing body.	Parents and other stakeholders are able to express communication needs and access information in alternative format as required.

		enable clear communication with parents of EAL children.				
Continue to improve working environment for pupils with visual impairment	HT and resources committee	Incorporate appropriate colour schemes when refurbishing Highlight dangers on steps – yellow strip marking	Seek advice from LEA building surveyors	Painting and carpet refurbishment phased as budget allows ongoing	Review in termly Health and Safety walkabout	Advised colour schemes used in refurbishment Steps clearly demarcated with yellow painted lines
Continue to ensure all have access to I.T. including modified specialist software and hardware to support learning	SENCO/ICT co-ordinators	Audit current provision. Cost additional resources and training. Implement programmes.		ongoing		ICT assists and supports children to make at least good progress across the curriculum.
Report annually on progress of accessibility plan	FGB	Feature in Governors' Newsletter at least once a year		Yearly in Autumn Term to parents and to FGB (June)	See previous column	All stakeholders aware of progress made towards improving access
Continue to provide written information for disabled visitors both by hand and on website	HT	Leaflet regarding disabled parking, accessible WC provision etc made readily available.		Ongoing	Yearly review	Disabled visitors readily have information regarding provision in school via leaflet or website
To improve disabled car parking spaces as required.	Healthy and Safety team	Review needs as required	£100	Ongoing		To have fit for purpose disabled parking as needs require.

To ensure ease of accessibility to the site for EAL users.	H.T	Multiple language signs as cohort specific.		Ongoing	Yearly	Signage helps users to access key areas of school.
Review P.E. curriculum to ensure it is accessible to all.	P.E. co-ordinator	Gather information in accessible PE and Disability Sports. Seek disability sports people to come into school. Review PE curriculum to include disability sports.		ongoing	Yearly Year 5 and 6 developed 16/17 Go Ball in to curriculum	All have access to PE and are able to excel.
To review sound system in Hall to ensure sound levels are acceptable for all users	HT & named governor.	Review of system in Hall			Review effectiveness at next review of accessibility plan	Sound levels in the hall at a level for everyone's enjoyment.