

Crofton Hammond Infant School
SINGLE EQUALITY STATEMENT (SES)



Policy approved:	November 2023	FGB
Signed:	<i>S Hosmer</i>	Headteacher
Signed:	<i>W Shirley</i>	Chair of Governors
Date of next review:	November 2027	Every 4 years
Monitored and evaluated by:	Full Governing Body	Annually

1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should 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. 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, extracurricular 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

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Our school vision statement states that:

At Crofton Hammond Infant School, the children are at the heart of everything we do. We are a happy, caring and inclusive school where each child's individuality is celebrated and valued. All children are encouraged to be independent thinkers, to develop self-belief and resilience. Through a high-quality education and with the support of our strong school community they will learn to thrive in an ever-changing world.

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>
- RAISE online – provides an opportunity to compare against national data
- Department for Education – national School Workforce Census data: <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Information specific to the demographics of our school and the local catchment area has been considered. This shows us that 28% of the children attending Crofton Hammond Infants have a parent who is employed by HM Forces. This data has been gathered by reference to admission collection forms, parental surveys and staff knowledge. The information was checked and verified in September 2023 and means that a third of our children may be subject to turbulence during their education, meaning that the children of these families are at risk of not having an equality of opportunity in education.

There are currently 86 boys and 84 girls in the school although this is not always evenly spread within classes (one has 9 boys and 17 girls).

12% of the school is entitled to Free School Meals/ Pupil Premium.

We currently have a small number of children on roll with a physical disability or medical disability. Some of these children have had to have adaptations made with regard to accessibility.

At this time, approximately 9% of our children come from a non-white British background and 6% of children speak English as an additional language (EAL).

2. 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.

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Current information shows us that

Historically, the vast majority of pupils have attended pre-school or nursery however in recent years more children have not are deemed 'not ready for school' by their pre-school provision.

Records and teacher assessment in EYFS indicate some variations in cohort attainment on entry with a steady drop in the level of speech, language and communication skills as children join us. By the end of Year R, results are above county and national average.

A small number of pupils have significant needs or a disability which other children notice. Our work is to ensure that all children are given equal opportunities in all areas of school life and that all children are taught about equality and diversity through the curriculum.

The EYFS data from 2022/23 showed that there was a difference of 33% between children who are eligible for Pupil Premium funding and those who are not.

There was a difference of 11% between boys and girls passing the threshold for the Year 1 phonics screening check (boys 91%- girls 80%).

A key issue we face as a school is to ensure that our commitment to raising children's awareness of equality and diversity does not highlight an individual for undue, and possibly unwelcome, attention.

3. The objectives set for the next four years are therefore to

To address the gap between pupil premium and non-pupil premium children, particularly at the end of EYFS (last year a difference of 33%).

To ensure that equality is taught through the curriculum, by using the No Outsiders (Andrew Moffatt) resources and books through Philosophy for Children (P4C) enquiries.

To ensure that the focus on Service Children is kept as a high priority due to the potential for being a more vulnerable group of children.

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

Staff have discussed these objectives together and they have been discussed at governor meetings. They will be shared with 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, 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. Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are; Admissions, collective worship, uniforms, behaviour and bullying, safeguarding, SEN policy, complaints, disciplinary, grievance, Pay, Performance Management, Capability policies.

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

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- 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 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.

For further information, or to request this Statement in an alternative format, please contact *Caron Webber, Administrative Officer* via the school office.