The Schools of Woolton Hill

Single Equality Statement

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

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2001 census show that 2.3% of the population of Hampshire are from ethnic communities, although in recent years there has been an increase in migrant workers particularly from the EU. In 2008, 7.1% of school pupils were from ethnic communities. Approximately 15% of the population have declared a disability. For 2007/08, there were 732 reported incidents of hate crime; 83.5% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75. The main religious group is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%) and Sikh (.01%).

The Schools of Woolton Hill are in a predominately monocultural school, serving a relatively stable yet mixed community with the majority of children who are socially advantaged and a small number of children who live in relative poverty when compared to their peers. These children live in pockets of deprivation.

Parents are mostly supportive of their child's learning and have high aspirations for their child.

Approximately 10% of children are entitled to free school meals and 15% are ever six. There are approximately 17% of children on the SEN register.

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.

a) Pupils
We have collected the following information;

OFSTED reported that

- There are no significant differences in progress between different groups of pupils, including those with special educational needs and/or disabilities
- Pupils feel secure in the supportive environment
- Pupils show empathy when considering the plight of those less fortunate than themselves
- The school council provides good opportunities for pupils to represent the views of others and help make decisions regarding the running of the school
- Community cohesion is strongly promoted within the school and in the local area
- The school promotes equality and shows resolve in tackling any form of discrimination

- Local services and agencies are used well to enhance the well-being of vulnerable pupils and those with special educational needs and/or disabilities

b) Staff
We collect the following information;

The results of staff well-being and stress risk assessments and questionnaires.
Data showing the gender of staff appointments
Staff exit surveys

We have identified the following priorities from evaluation of this information:
No specific gaps have been identified that we need to address.

We will ensure that the information we gather will be used to promote equality by:
Continuing to collect performance data and parent and child views and continue to embed the evaluation of this data in our Team Meetings and Governor analysis.

Reviewing policies and procedures when necessary.

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.

We have highlighted below what we have already achieved for specific aspects of equality and further action that we intend to take.

a) Race Equality

We have systems in place to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups as follows:

- Monitoring the progress and attainment of different ethnic groups through
  -regular SLT meetings

- The management of behaviour, discipline and exclusions through
  -Ensuring that the behaviour policy is applied consistently to all children

- Pupils' personal development through
  -Ensuring that the PSHE programme of work has opportunities for raising equal opportunities issues and emphasis is placed on valuing ourselves and each other and includes activities designed to raise self-esteem

- Teaching and learning
  -Ensuring resources are examined for bias and omissions and reflect a variety of cultural backgrounds,
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  -Ensuring that expectations and stereotypes on grounds of ethnicity are not perpetuated e.g. in the role play area
  -Including all children within every aspect of school life as far as possible

- The content of the Curriculum through
  -All children having access to a broad and balanced curriculum
  -All children having equal access to activities such as cooking, construction, games e.g. football, sewing, using the computer etc

- Staff recruitment and professional development through
  -Ensuring that appropriate action is taken to seek staff and Governors from a diversity of backgrounds where possible
  -Ensuring necessary training is given to staff on race equality

- Partnership with parents and committees through
  -Making every Attempt to welcome all parents into school and ensuring that documentation is accessible to everyone as far as possible
  -Making parents aware of the services available through the Parent Partnership scheme

We want to do more by;
Continuing to work to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups through developing curriculum aspects
Displays around school sharing positive images of different ethnic groups.

b) Community Cohesion
What we have already achieved;

- OFSTED reported that Community cohesion is strongly promoted within the school and in the local area
- Community events (such as grounds clearance) are excellent examples of the school's proactive approach
- All children have equal opportunities to attend after school activities and financial support is given where possible to those families who would benefit
- Children have been taught about British values

We want to do more by;
Continuing to implement the comprehensive curriculum review in order to deepen the children's understanding of multi-racial Britain

c) Disability Equality
What we have already achieved;

- We meet the needs of children with disabilities where it is considered that their needs can be met within the resources available to the school
- We ensure that all planning and decision-making promotes equal opportunities to ensure that every child is supported and enabled to achieve through the 'Every Child Matters' framework, including all

children within every aspect of school life as far as possible, including trips and visits, participation in extended school activities and lunchtime arrangements
- The content of the Curriculum ensures that all children having access to a broad and balanced curriculum that is differentiated to meet special needs
- We ensure all policy reviews identify opportunities to challenge stereotypes
- We work towards eliminating harassment and follow guidelines laid down for combating bullying detailed in the school Anti-bullying policy
- Providing special facilities for disabled pupils at breaks and lunchtimes when appropriate
- We ensure that all personal plans include arrangements for evacuation in the case of a health and safety risk
- We have disabled toilets and the school site is wheelchair friendly

We want to do more by;
Ensuring that Displays around school sharing positive images of men, women including those that are disabled

d) Gender Equality
What we have already achieved;

- Ensuring expectations are equally high for boys and girls and for all children through the regular monitoring of achievement in the raising Standard and Improving teaching and learning team meetings
- Displays around school share positive images of men and women
- Assemblies offer a balance of male and female role models
- Ensuring that expectations and stereotypes on grounds of gender are not perpetuated
- All children have equal access to activities such as cooking, construction, football, sewing etc.
- All staff have equal opportunities to professional development as appropriate to the School Improvement plan

We want to do more by;
Ensuring that in future curriculum reviews the current good practice continues

The objective set for the next four years is to

- Ensure that all parents are encouraged and feel welcome to attend school events to enable them to participate fully in all aspects of school life

4. Involvement of staff, pupils, and parents

a) Developing our Statement

When the statement was developed it involved 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: -

- focus groups
- questionnaires
- involvement of the student council
- staff surveys
- contact with parents,
- contact with local community and disability organisations.

These activities have involved people with protected characteristics as follows:

- involved a disabled person, and a person from an ethnic community in our discussions
- used an equal opportunities monitoring form as part of an all staff survey to ensure the views of the full diversity of staff have been captured
- ensured that a diversity of people have been involved

We have identified the following priorities as a result of these activities:

b) Ongoing involvement

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

We will;

- embed equality and inclusion into our learner voice strategies or staff meetings
- provide support for 'hard to reach' groups, for example disengaged young people, looked after young people and disabled young people
- address under-representation on the school council or on the governing body
- involve learners, parents, staff and others in developing policy and practice where equality issues are key e.g. bullying policies

5. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objective, 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 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;

- Inclusion and SEN policy,
- Bullying policy,
- Pay policy,
- Admissions policy,
- PSHE policy

7. Roles and responsibilities

The governing body will

- monitor the implementation of the Statement and the objective 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
- 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
- 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.

8. Publishing the Statement, raising awareness

We recognize that our Statement is a public document that should be available to any interested stakeholder. We will promote and publish our Statement by placing it on our website and making it available on request.

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