



Whittingham C of E Primary School **Single Equality Statement (SES)**

Introduction

This policy statement was reviewed during spring term 2021
It was approved by the governing body in the spring term 2021
It will be reviewed every 4 years (2025)
A schedule for the review of this, and all other policy documents is set out in the school's five year cycle of policy reviews..

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; in particular, 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.

School Aims

To provide an open, secure and welcoming environment for each pupil.

To care for each pupils' safety, happiness and well-being.

To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.

To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.

To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.

To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.

To provide a broad and balanced curriculum, setting realistic targets for each pupil.

To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

To develop and maintain a mutually supportive partnership between home and school.

To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.

Our 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 disciplinary procedures.
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted The Single Equality Statement sets out how our school intends to:
 - eliminate discrimination, harassment and victimisation
 - advance equality of opportunity
 - foster good relations

In line with our duties under the Equality Act 2010, the SES 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 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. The most recent information collected by the school will be available on the school website from 10th March 2021 and updated annually thereafter. The school will do its best to respond positively to requests for copies in paper form or alternative formats. 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
- involvement of staff, pupils and parents

Developing our Statement In developing our Statement, we have involved staff and the governing body. This has ensured that a diverse group of people with links to the wider community and with protected characteristics have been consulted.

The group also largely reflects the make-up of the school.

The following activities have taken place:

Staff information gathering meetings

Policy Committee consideration

On-going 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 and seek expert advice where it is difficult for us to respond positively. Monitoring and evaluating the Single Equality Statement We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives, using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity. Following these measures, we will formally review, evaluate and revise this Single Equality Statement and our objectives every four years. This process will attempt to involve staff, learners, parents and others who reflect the full diversity of the school community.

Key school policies and procedures–

School policies and procedures are available on-line or via the school office.

Roles and responsibilities

The governing body will:

- monitor the implementation of the Statement and the objectives 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 the implementation of the Statement and objectives achieve 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 objectives
- 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 school staff 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 victimisation

In addition to this, 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 may need to carry out the above roles and responsibilities.

For further information, or to request this Statement in an alternative format, please contact Mrs Belinda Athey – Headteacher

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