

## SINGLE EQUALITY STATEMENT

### Aims

Shingley CE Primary School welcomes 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 acknowledges and celebrates differences within a culture of respect and cooperation. The school aims to promote equality for those who share protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not. The school strives to 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 inclusion for all. We recognise that equality will only be achieved by the whole school community working together – learners, staff, governors and parents.

### Legislation and Guidance

This document meets the requirements under the following legislation:

- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- DfE guidance The Equality Act 2010 and Schools

### 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 and objectives to be published and communicated within school annually and that they are reviewed and updated every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and foster good relations between them and those who do not share that characteristic

The head teacher/designated member of staff for Equality will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- monitor implementation of the objectives and report back to Governors
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement the objectives
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization
- monitor recruitment and career progress of staff from different groups and communities

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All staff will recognise that they have a role and responsibility in their day-to-day work to:

- challenge inappropriate language and behaviour
- recognise and challenge discrimination
- tackle bias and stereotyping through the curriculum and values programme
- 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.
- Highlight any training needs

### **Eliminating Discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and Governors are regularly reminded of their responsibilities under the Equality Act. Meeting minutes record where it has been discussed.

New staff will receive training on the Equality Act as part of their induction and all staff have refresher training every September.

The Headteacher is the designated Equality Officer and liaised with the Equality link Governor.

### **Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, the school sets out to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people who connect to a particular characteristic (eg. Pupils with disabilities or gay pupils experiencing homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (eg, Muslim pupils who need to pray at certain times or Jehovah Witness pupils who do not celebrate Christmas)
- Encouraging people who have a particular characteristic to participate fully in any activities (eg. School sports or clubs)

In fulfilling this aspect of duty, the school will:

- Collect attainment data each year showing how pupils with different characteristics are performing (subject to sufficient pupil numbers to avoid identification of individuals)
- Analyse the data to determine strengths and areas for improvement
- Show any evidence identifying improvements in certain groups (eg data relating to incidents)
- Publish further data about any issues associated with particular protected characteristic, identifying issues which could affect our pupils.

### **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through the curriculum. This includes RE, PSHE but also activities in other curriculum areas, eg reading and literature.
- Collective worship with a range of visitors and pupil led assemblies on relevant issues
- Further developing community links with visits and visitors from the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of

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- pupils within the school, eg. Pupil councils who represent pupils from a range of groups.
- Working with parents to promote knowledge and understanding of different cultures and beliefs
- Developing links with specialist organisations who can support and inform our approach.

### Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school considers the impact of significant decisions on particular groups. For example, when a trip is planned there is consideration given to:

- If the trip cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equal access to facilities for boys and girls

The school records the consideration given to these and other areas when planning off site visits and this is recorded on the off site visit form.

### Equality Objectives

#### Objective 1

Improve access for disabled pupils and pupils
Improve provision for those pupils who do not take part in Christian worship or visits to church
To improve walking access in School Lane

We have chosen this objective because there are difficulties accessing safe routes to school for all pupils

To achieve this objective we plan to work with the safer Routes to School team and Highways Progress we are making towards this objective is limited to visits and assessments by both teams. It is recommended to involve the local MP to take up our case

#### Objective 2

To ensure pupils with Specific learning difficulties are well supported
To ensure all staff receive adequate training to provide for dyslexic and autistic pupils
Dyslexia Friendly School award and Autism Accreditation

We have chosen this objective because some pupils have recognised difficulties in literacy. Some good practice used to support pupils at risk of dyslexia can benefit other pupils too.

To achieve this objective we plan to increase staff knowledge and meet the DFS criteria Progress we are making towards this objective is to purchase resources and focus on staff training.

#### Objective 3

To assess the effectiveness of communications with parents
To ensure parents have access to assessment information
To improve the design and accessibility of the school website

We have chosen this objective because we would like to increase the level of parental engagement in learning in order to raise standards.

To achieve this objective we plan to focus on effective and accessible communication with parents

Progress we are making towards this objective is around the website and information given to parents at parents evening.

## **ShIPLEY CE PRIMARY SCHOOL**

### **Monitoring arrangements**

The Teaching, Learning and Standards committee will update the equality information that is published every year.

This document will be reviewed by the Full Governing Body at least every 2 years.

This document will be approved by the Chair of Governors

### **Links with other policies**

Accessibility plan