

COMPTON ALL ASAINTS C of E PRIMARY SCHOOL

Single Equalities Scheme – Vision and Values

Key responsibility area : SES Co-ordinator

Last review : January 2017

Next review : January 2020

Introduction

The Governing Body of Compton All Saints C of E Primary School welcomes the equality duties on schools that are designed to narrow gaps and tackle the barriers to equal opportunity and social mobility.

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.

Our school's core values are: compassion, gratitude and honesty and we aim for our children to become good friends, hard workers and confident individuals.

We recognise that equality will only be achieved by the whole school community working together – in particular our learners, parents/carers, volunteers, staff and governors.

Aims

Compton School has duties under current legislation* to have a Single Equality Statement.

This sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance.

Principles

The Single Equalities Statement is based upon the following principles.

Principle 1: *All pupils, families and staff are of equal value and should benefit from equality practice promoted within the school*

Principle 2: *We recognise and respect difference*

Treating people equally does not necessarily involve treating them the same. Policies, practices and programmes must not discriminate, but may be differentiated to accommodate and take account of differences. The kinds of barrier and disadvantage which people face, can relate to disability, ethnicity and gender and different needs and experiences of individuals. We will also recognise particular needs of children in care and children in the role of carer.

Principle 3: Positive attitudes and relationships should be fostered, to promote a shared sense of belonging and cohesion and remove attitudinal and cultural barriers.

The school should promote positive attitudes by addressing, reducing and removing unequal outcomes and barriers by developing good relations between groups and communities.

Principle 4: All staff recruitment and development must be conducted on a fair and equal basis.

Policies and programmes should benefit all employees and potential employees, in recruitment, promotion and in continuing professional development.

Principle 5: We consult and involve to ensure views are heard

In development of policies we engage with groups and individuals, including pupils who are affected, to ensure their views are taken into account.

Principle 6: We aim to foster greater community cohesion

Policies and programmes should contribute to community cohesion, develop a greater participation in public life and promote positive attitudes, interaction, mutual respect and good relations between groups and communities different from each other.

Principle 7: We base our practices on sound evidence

We maintain and publish information annually in Appendices A & B.

Developing our Principles

The principles 1-7 will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contract with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice-related to protected characteristics. We will ensure that prejudice related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and Responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that ensure equality or opportunity
- Support pupils in their class who have additional needs

Evaluation

We shall:

- Monitor and evaluate our Single Equality Statement and objectives every 4 years. Involving staff, learners, parents and governors, who reflect the full diversity of the school community, in the review process will help us achieve our goals
- Annually review and publish, in Appendices A & B, our progress and performance the outcomes of which will be shared with the Full Governing Body
- Publish our SES and Appendices on the school website
- Share our progress with the school community. This information will also allow our local community to see how well the school is developing the opportunities identified

Agreed by the FGB: (insert Date)

Signature of Chairman of Governors:

Date:

Signature of Headteacher

Date:

Date of next review: **January 2020**

The school will respond positively to requests for copies of this Single Equality Statement in paper form or alternative formats.

Produced by the SES Working Party, Compton All Saints Primary School

The SES Working Party members are:

Simon Theobalds, Foundation Governor
Charlotte Bailey, Chair of Curriculum Committee
Allison Driver, Headteacher
Pupils who are members of the School Council

Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

In revising our statement we have involved staff, pupils, parents and others to gather information in the following ways:

- the establishment of a working party involving parents – eg via a parent café or a focus group meeting;
- discussing equality in staff, governor and school council meetings;
- utilising existing expertise from the staff and across the Governing Body.

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires;
- involvement of the school council;
- staff survey;
- contact with parents representing pupils with particular protected characteristics.

Pupil-related data

End of KS2 SATs results 2016 can be found via the following link:

<https://www.compare-school-performance.service.gov.uk/school/116354>

Gathering and Using Information

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 Facts and Figures website***
<http://www3.hants.gov.uk/planning/factsandfigures.htm>
- ***RAISE online – provides an opportunity to compare against national data***
- ***Department for Education – national School Workforce Census data:***
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0076945/school-workforce-census-data-published>

We will 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 actions

Some of the most recent information collected by the school will be available on the school website from April 2017 and updated annually thereafter. The school will respond positively to requests for copies of the annual report in paper form or alternative formats.

Date of publication of this appendix: **February 2017**

Date of review and re-publication: **February 2018**

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

Equality Objectives

In accordance with the duty placed on schools, we have evaluated the available information, prioritised the areas we believe will achieve the aims of the Statement and, as a result, set the following objectives to be worked upon:

Objective 1:

To close the gap in attainment and progress between Writing and Maths/Reading for all children (with a particular focus on KS1 boys).

Objective 2.

To include a question specifically focused on equality/fairness in the children's satisfaction annual survey.

- a. Do you think boys and girls are treated equally?
- b. Is there anything the school can do to make sure everyone is treated equally?

Date of publication of this appendix: **February 2017**

Date for review and re-publication: **February 2018**