

Hordle CE (VA) Primary School

Single Equality Statement - July 2018

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

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.

Some comparator detail is available from:

- *the Hampshire Facts and Figures website*
<http://www3.hants.gov.uk/planning/factsandfigures.htm>
- *Analyse School Performance (ASP)*
- *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>

Hordle Primary School

The information below provides information about the local catchment area and the demographics of the school.

Socio-Economic Context

Hordle Primary School is set in the rural village community of Hordle. However, just over 56.84% of our pupils come from the village. A significant percentage come from out of the area including 24.70% of pupils who hail from the more socio-economically deprived neighbouring wards in the New Milton/Ashley area. The school therefore reflects a very mixed socio-economic background.

Religious Character

The school is a Voluntary Aided Church of England Primary. The present incumbent has been in post for 11 years. In that time, strong church school links have been forged and the headteacher and vicar are currently engaged in the development of a church / school vision for the future. Worship is run once a week by the vicar and once a fortnight the pupils go to the church for their worship in addition to the usual festivals.

With respect to the religious character of the school, the parental population declare the following:

Christian	50.15%
No Religion	49.27%
Other Religion	0.59%

The school's outstanding SIAMS inspection has increased interest in the school from parents applying to the school on faith grounds. In 2018, **5.88%** of applications for the Foundation Stage cohort applied on faith grounds.

Special Educational Needs and Disabilities

The school profile has changed markedly in past years and the SN profile has risen markedly in the last 7-8 years.

Local doctors that serve our community, report that this area has 2.5 times the levels of special needs as the average for the UK. (Evidence letter from local GP) This is reflected in the relatively high levels of SEN in the school.

The SEND register currently accounts for 16.96% of the school population.

Under the DDA we recognise that all pupils with a medical/social condition qualify for special adjustments and care in order for them to access the core and wider curriculum. Currently this accounts for 2.08% of our children.

Attendance

As a result of pro-active weekly monitoring of attendance and punctuality, figures have improved significantly:

(please note these figures are up to 20/7/18)

Absence and lateness in 17/18 = 3.40%

Absence only: = 2.84%

The number of PA children in 2017/2018= 10

Ethnic Context

The school draws from a predominantly white area.

5.05% of families are from ethnic minority groups

55.55% of these pupils have EAL and we work with the LA service to support some of these pupils needs as required.

Turbulence –

Stability range was between 81.7% and 86% over the last 3 years

In addition, the school collects the following information about pupils which can be disaggregated by protected characteristics:

- admissions
- attendance
- achievement and progression
- take up of extracurricular activities

The following information shows the characteristics which are significant for our school and community.

Characteristic	<i>Total</i>	Breakdown
Number of pupils	336	Female 46.7 % Male 53.3%
Number of pupils in other protected groups		Disabled (registered medical need) – 0.2% Ethnicity – 5.05%
Number of staff	50	92% female 8% male
Number of governors	16	81.25% female 18.75% male 56.25% Foundation Governors
Religious character		Christian 50.15% No Religion 49.27% Other Religion 0.59%
Attainment on entry		Below National
Pupils eligible for FSM	4.76%	16 pupils Boys: 50% Girls: 50%
Deprivation factor		Quintile – lowest 40%
Proportion of pupils from a minority ethnic background	17 5.05%	Boys: 59% Girls: 41%
Proportion of staff from a minority ethnic background	0	
Proportion of pupils who speak English as an additional language	16 4.76%	Boys: 10 = 60% Girls: 6 = 40%
Proportion of pupils who have statements of SEND / EHCPS	7 2.08%	Boys: 3 = 42% Girls: 4 = 58%
Average attendance rate 2017/2018(up to 20.07.18)	96.6	Boys: 95.84% Girls: 96.75%
Average attendance rates of FSM 2017/2018 (up to 24.07.18)	94.36%	Boys: 94.24% Girls: 95.77
Average attendance rates of EM (up to 20.07.18)	95.85%	Boys: 97.34% Girls: 94.33%
Attendance at after school Clubs (Summer 2018)	81.3%	Boys: 86.01% Girls: 88.57%
Significant partnerships, community services, extended provision, special units		Arnewood School Highcliffe School The Arnewood Surgery

Attainment and achievement data for the school:

(For reasons of statistical relevance, the following analysis only applies to those protected groups of more than 3)

Year 6 Achievement Data for 2018

Data taken from ISDR 2018

Reading progress	Top quintile 10% All years all pupils	Sig + Above National
Writing Progress	Top quintile 10% All years all pupils	Sig + Above National
Maths Progress	Top quintile 10% All years all pupils	In Line with National
Reading Attainment	93%	Sig + Above National
Writing Attainment	94%	Sig + Above National
Maths Attainment	87%	Sig + Above National
Reading, Writing and Maths Attainment	83%	Sig + Above National
English, Grammar, Punctuation and Spelling	94%	Sig + Above National
Science	87%	Above National
Reading Average Scale Score	109	Sig + Above National
Maths Average Scale Score	106	Sig + Above National
SPAG	108	Sig + Above National

The governing body will regularly review qualitative information including:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings where equality issues have been discussed
- notes of staff meetings where the subject matter relates to equality of opportunity
- particular initiatives undertaken in the school
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- the outcomes of questionnaires to parents / pupils relating to areas of equality
- details about assemblies which deal with relevant equality related issues

Information collected by the school will be available on the school website and updated annually. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

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.

In March 2016 – the overall effectiveness of the school was graded by Ofsted to be **Outstanding**

- **Attendance** of pupil groups is **outstanding** and there are negligible differences between groups with protected characteristics
- **Attainments** is **outstanding** for all groups of pupils and is above the national average. Differences between protected groups is largely negligible and is overwhelmingly due to the differing special educational needs make up within each group.
- **Progress** is **outstanding** for all groups of pupils is above the national average. Differences between protected groups is largely negligible and is overwhelmingly due to the differing special educational needs make up within each group.

The school has reflected on the priorities for the school and the priorities and objectives and action plan for the protected groups of:

- Race
- Gender
- Disability

can be found in the documents appended to this statement.

These objectives are published on the school's website and will be updated at least every four years. We will aim to respond positively to any request made for a copy in another format.

4. Involvement of staff, pupils, and parents

a) Developing our Statement

The involvement 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: -

- questionnaires
- staff surveys
- contact with parents

These activities have involved people with protected characteristics as follows:

- 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
- used a parent questionnaire to parents of disabled pupils asking for advice about how the curriculum etc could be modified to support their children's particular need
- met with parents of pupils with particular needs on a one-to-one basis to discuss how the school day can be modified
- used a questionnaire to parents who have indicated that their child is from a minority ethnic group

b) 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 auxiliary aids 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.

We involve learners, parents and staff in improving practice by openly asking for their views and comments about how the curriculum, policies and practice of the school could be improved. Their responses are considered and acted upon as appropriate. In cases of hard to reach or vulnerable children and those who are looked after, views are sought routinely and individually.

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 year. 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*
- *Behaviour And Bullying*
- *Child Protection and Safeguarding*
- *SEND Policy*
- *Complaints*
- *Disciplinary*
- *Grievance*
- *Pay*
- *Performance Management*
- *Capability Policies*
- *Data Protection (GDPR)*

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 year
- 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 pro-active leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation
- 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
- 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.

The governing body have allocated the following roles and responsibilities:

Headteacher

- coordinate and monitor equality and diversity
- deal with incidents of discrimination or harassment

- monitor progress and attainment of learners from different groups and communities

SENCO

- provide reasonable adjustment and support for disabled learners

Governor Representative from the Resources Committee

- monitor recruitment and career progress of staff from different groups and communities

For further information, or to request this Statement in an alternative format, please contact:

*The Administration Officer
Hordle CE Primary School*

01425 611657

Date statement approved by GB:

Signed:

Headteacher: _____

Chair of Governors: _____

Date for statement review:

