

Birdham CE Primary School

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 fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates differences 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

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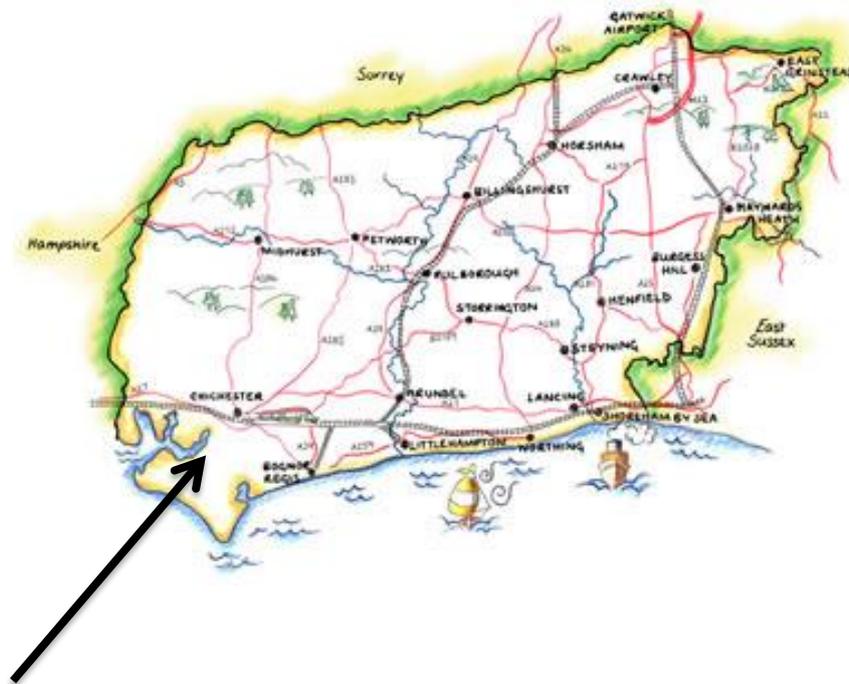
Context

West Sussex is a large and diverse county with just under a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2011 census shows that 3% of the population of Chichester wards are from ethnic communities, although in recent years there has been an increase in migrant workers particularly from the EU.

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 in West Sussex is Christian (61.8%), whereas other religions make up just 3.7% of the population.

The school historically benefits from a very, very low staff turnover, and pupils tend only to leave if they are moving out of the area, or going to Private Education.

Birdham School is a small, inclusive school with a distinctive Christian ethos, with a PAN of 21. It is currently attended by 150 pupils from a range of geographical areas on the peninsula.



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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.

- RAISE online – provides an opportunity to compare against national data
- the West Sussex Facts and Figures website
<http://www3.hants.gov.uk/planning/factsandfigures.htm>
- 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>

a) Pupils

We collect the following information:-

- Admissions – we are an over-subscribed school and, whilst we welcome all applications regardless of race, religion, gender or disability, selection usually has to be based upon proximity to the school.
- OFSTED 2012 graded our attendance as good with outstanding features – there is little issue with attendance and none which we perceive to do with equality
- achievement and progression of all pupils
- rewards - look in Sharing Assembly book
- sanctions – behaviour logs where required
- the views of the School Council and the Eco Team
- the curriculum medium term planning to ensure a broad and balanced curriculum that teaches other world religions in our CE school

b) Staff

We collect the following information:

- disability, race and gender
- staff recruitment, retention
- CPD opportunities
- Promotion prospects
- Disciplinary, grievance, competency actions
- outcomes of appraisals and performance review processes
- cessation of employment

This data is recorded on electronically, but we have not been able to currently identify or determine any important priorities or patterns from this data.

The most recent information collected by the school will be available on the school website from each autumn term and will be updated annually thereafter. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

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3. Using equality information to set Objectives

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 considered how well we currently achieve the aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, sexual orientation, religion and belief). In compiling this information we have examined evidence of equality within policies and practice and identified any gaps.

| Attainment | July 2016 Results | | | |
|---|---|--|--|--|
| <p>Reading by gender Jul-16</p> <p>Y2: 10 boys, 11 girls</p> <p>Y6: 6 boys, 15 girls</p> | <p>Key Stage 1</p> <p>ARE Boys 50%; Girls 44% Diff -6%</p> <p>GDS Boys 17%; Girls 44% Diff +27%</p> <p>Key Stage 2</p> <p>ARE Boys 55%; Girls 75% Diff +20%</p> <p>GDS Boys Nil; Girls Nil Diff Nil</p> | | | |
| <p>Writing by gender Jul-16</p> <p>Y2: 10 boys, 11 girls</p> <p>Y6: 6 boys, 15 girls</p> | <p>Key Stage 1</p> <p>ARE Boys 42%; Girls 55% Diff +13%</p> <p>GDS Boys 8%; Girls 33% Diff +25%</p> <p>Key Stage 2</p> <p>ARE Boys 55%; Girls 50% Diff -5%</p> <p>GDS Boys 18%; Girls 16% Diff -2%</p> | | | |
| <p>Maths by gender Jul-16</p> <p>Y2: 10 boys, 11 girls</p> <p>Y6: 6 boys, 15 girls</p> | <p>Key Stage 1</p> <p>ARE Boys 17%; Girls 55% Diff +38%</p> <p>GDS Boys 25%; Girls 22% Diff -3%</p> <p>Key Stage 2</p> <p>ARE Boys 55%; Girls 50% Diff -5%</p> <p>GDS Boys Nil; Girls Nil; Diff Nil</p> | | | |

Objectives:

Having evaluated all the available evidence from the wide range of qualitative and quantitative information that gathered, the objectives set over the next four years are therefore to:

1. By July 2018 the percentage of boys achieving GDS at KS1 or GDS at KS2 in reading, writing and mathematics will be broadly similar to that of the girls in the school.
2. By July 2018 pupils eligible for *Pupil Premium* will attain similarly to those who are not eligible for *Pupil Premium*.

These objectives are published on the school's website and will be updated at least every year.

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4. Involvement of staff, pupils, and parents

a) Developing our Statement

The involvement of a diverse group of people has been used in shaping our Single Equality Statement over a period of two years. 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. Here is example of some of those ways:

- Annual parents questionnaire to ascertain how they feel involved in school
- The school council meets to discuss equal opportunities e.g. issues of what to do if they heard about racist bullying
- A representative from the Local Parish Council has consulted with the school around future developments for the local community that would support childrens participation and involvement at the park.
- A disabled gentleman regularly supports collective worship every other Thursday and so the children are aware of disabilities

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 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.

- During PSHE pupils explore learning strategies and what worked best for them, which was then fed into curriculum development
- Precision Teaching supports children with, ADHD, Aspergers and emotional and behavioural issues
- The School Council Representatives were all elected by their peers with a girl and boy from each class to ensure a gender balance.
- Children are involved in developing school rules, sponsored charities, play equipment that is bought, ECO code etc etc

Working in Partnership

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations. The school communicates with parents electronically and via paper, to ensure no digital divide.

A named governor has taken on responsibility for community engagement (Mr Jim Mould from January 2014), with a particular emphasis on marketing the school. However, this necessarily involves forming links with community groups and other schools / pre-schools to help promote community cohesion.

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 four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

Impact Assessment

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessments on our existing policies and practice and we will build the impact assessment process into all new policy development and decision making activities.

The planned timetable for review and revision of existing school policies now makes clear that all policy revision must take identify any possible areas where there might be equality issues. In relation to disability equality, disabled people should be involved in prioritising what needs to be looked at first.

6. Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are:

Behaviour, Capability, Collective worship, Complaints, Equal Opportunities, Pay, Performance Management, Racial equality, SEN policy, Sex and relationship education, Staff disciplinary, and Staff grievance.

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 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

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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 its 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
- drive forward implementation of the Statement and achieve the objectives
- 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
- deal with incidents of discrimination or harassment
- provide reasonable adjustment and support for disabled learners
- monitor recruitment and career progress of staff from different groups and communities

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 characteristicsand 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.

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

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Date statement approved by GB: Spring Term 2017

Date for statement review: Summer Term 2018