

Single Equality Statement	
Responsible Post	Headteacher
Responsible Committee	FGB
Review Schedule	3 years
Review Date	January 2018
Changed	Yes HCC template adapted, new data



At Manor Church of England Infant School 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 will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole community working together – our learners, staff, governors and parents in particular. Throughout this scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We have incorporated our individual policy for race equality, our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next three years.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

National and Legal Context for Diversity

All schools have duties to promote race, disability and gender equality

The general duty to promote race equality means that we must have due regard to

1. eliminate unlawful racial discrimination
2. promote equality of opportunity
3. promote good relations between people of different racial groups.

The general duty to promote disability equality means that we must have due regard to

1. promote equality of opportunity between disabled people and other people
2. eliminate unlawful discrimination
3. eliminate disability- related harassment
4. promote positive attitudes towards disabled people
5. encourage participation by disabled people in public life
6. take steps to take account of disabled peoples’ disabilities, even where that involves treating disabled people more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

The general duty to promote gender equality means that we must have due regard to

1. eliminate unlawful discrimination and harassment and
2. promote equality of opportunity between men and women.

Schools also have specific duties under these three promotional duties, which are explained in Appendix A. This Scheme demonstrates our response to both the general and specific duties.

Schools have a duty to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality Action plan to make it easier to monitor our progress and performance in meeting the requirements of this duty

Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Appendix A provides further details of the requirements of equality legislation

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>
- ASP (Assessing School Performance) – provides an opportunity to compare against national data
- Department for Education – national School Workforce Census data:
<https://www.gov.uk/government/collections/statistics-school-workforce>

School Context

Socio-Economic Context: Manor CE Infant School is set in Holbury on the edge of the New Forest. The school has a mixed catchment which incorporates areas identified by the LA as areas of social deprivation. The socio-economic backgrounds within the school vary: some families own their own homes, other families are in social housing. Some parents have accessed higher education.

Most families are of white British ethnic origin, we have few children from an ethnic minority background and there are very seldom children or families whose first language is not English.

Religious character: The school is a Voluntary Controlled Church of England Infant School. The present incumbent has been in post since 2014. Since that time, strong church links have been forged. The vicar leads worship once a week and the Children go to All Saints Church in Fawley for the annual Christingle Service. The school OUTSTANDING SIAMS inspection In December 2014 has increased the number of parents applying on faith grounds.

Special Educational Needs and Disabilities: The SEN register currently accounts for 11% 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.

All of the present school staff are women of white British origin. The school has no children or staff with a registered disability at present.

Turbulence: There is some turbulence within the school.

Attendance: The school is actively working in partnership with other schools within the locality to raise the attendance rate, which is below the national average. Monitoring provides evidence that some of our attendance problems are due to families taking holidays during term time because their parents and carers work in industries linked to the oil refinery and have no choice in choosing holiday dates. Many families also take advantage of the reduced costs of low season term time holidays. Attendance for the academic year 2016-17 was:

	Year R 28 chn	Year 1 30 chn	Year 2 22 chn	All Years
All	94.99%	95.70%	95.11%	95.29%
Male	94.90%	96.17%	94.65%	95.24%
Female	95.10%	95.31%	95.66%	95.34%
FSM	93.94%	94.48%	90.68%	92.83%
Not FSM	95.36%	95.93%	97.18%	96.06%
CLA or FSM	93.94%	94.48%	90.68%	92.83%
Not CLA or FSM	95.36%	95.93%	97.18%	96.06%
Pupil Premium	93.94%	94.66%	90.68%	92.91%
Not Pupil Premium	95.36%	95.91	97.18%	96.06%
SEN	93.92%	95.05%	88.84%	92.81%
Not SEN	95.29%	95.87%	96.95%	95.98%
Traveller	0%	0%	77.11%	77.11%
Not Traveller	94.99%	95.70%	95.96%	95.53%

The school vision and values 'Love, Trust and Truth' actively and successfully promote gender equality. We do have to work hard to ensure that children and their families acknowledge and understand the religious and linguistic diversity within the U.K. even though it is not present within our immediate community.

The following information shows the characteristics which are significant for our school and community. **18th January 2018**

Characteristic	Total	Breakdown
Number of pupils	87	Male 50.57% Female 49.43%
Disabled (registered medical need)	0	
Number of staff	12	
Number of governors	13	
Religious character		Christian – 56% Other religion – 20% Other – 5% Not stated – 20%
Attainment on entry		Below national
Mobility of school population	4 children in 2 children out	In 2016-17 academic year
Pupils eligible for FSM		20%
Deprivation factor		23 on the New Forest and Romsey most deprived schools list 2017 (/40)
Proportion of pupils from a	14.5%	

minority ethnic background		
Proportion of staff from a minority ethnic background	0	
Proportion of pupils who speak English as an additional language	3 chn - 3%	
Proportion of pupils who have statements of SEND / EHCPs	0	
SEN Support	11%	
Whole school attendance rate Aut 2017	96.36%	Based on 87 pupils on roll
Attendance at ASCs 2016-17	91%	

Year 2 attainment data 2016-17

Manor CE Infant School Teacher Assessment Results 2017 Number of children in cohort – 22					
	Number of children (Percentage) at each level				
	Working Towards WTS or Has Not Met	Met National Standard EXS or above	Greater Depth GDS	Disapplied Children	Absent Children
Reading	1/22 (5%)	21/22 (95%)	6/22 (24%)	1/22 (5%)	0 (0%)
Writing	2/22 (9%)	20/22 (91%)	3/22 (14%)	1/22 (5%)	0 (0%)
Maths	2/22 (9%)	20/22 (91%)	4/22 (18%)	1/22 (5%)	0 (0%)
Science	1/22 (9%)	21/22 (95%)	N/A	0/22 (0%)	0 (0%)
Reading / Writing and Maths	3/22 (14%)	19/22 (86%)	1/22 (5%)		0 (0%)

Involvement of staff, pupils, and parents

a) Developing our Scheme

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Scheme and Equality Action Plan. We have strived to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

In developing our Scheme, we have involved staff, pupils and parents in the following ways: -

- questionnaires
- involvement of the School Council
- staff surveys
- contact with parents
- contact with local community and disability organisations.

These activities have involved:

- consulting with staff, governors and parents who include both men and women from varied backgrounds, ages, ethnic and religious groups to develop this Scheme
- consulting with specific learners on our School Council
- consulting with volunteers within the community to develop the scheme e.g. PTFA members / Vicars

b) Ongoing involvement

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by all staff and governors.

- Through providing regular opportunities such as pupil interviews, class discussion, school and class councils we ensure that learners are able to express their views
- Through careful monitoring we ensure that support is provided for 'hard to reach' groups such as children looked after and SEN pupils to express their views
- At the annual formulation of the School Council we ensure that both boys and girls from each year group are represented
- All children are actively involved in formulating class rules, and their views are sought on issues such as bullying and equal opportunities. Through the school's PSCHE / RRR programme we explore diversity including those from different backgrounds, cultures, religious and ethnic communities.

Monitoring and evaluating the Single Equality Scheme and Equality Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors. A summary will be provided for parents and published on our website. Both will explain how the full report can be obtained. We will inform staff and learners of our progress.

The findings of our annual report will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes.

We want this Scheme to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Strategic Plan, and as such, our progress will have regular oversight by the leadership team and the governing body

We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school community.

School Policies and Procedures

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

- Admissions
- Collective Worship
- Behaviour and Bullying
- Safeguarding
- SEND
- Complaints
- Disciplinary
- Pay
- Performance Management and Capability

Roles and responsibilities

The **governing body** will

- monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents
- ensure that all governors are aware of their legal responsibilities under equality legislation
- receive and discuss regular equality reports on progress and performance
- monitor achievement of equality targets
- check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief
-

The **head teacher and assistant head teacher**, as part of their leadership roles, will

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- monitor to ensure effective implementation of the Scheme and Action plan
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme
- coordinate and monitor equality and diversity
- monitor progress and attainment of learners from different groups and communities
- monitor recruitment and career progress of staff from different groups and communities
- provide reasonable adjustment and support for disabled learners
- support staff to carry out their role in implementing this Scheme
- provide effective leadership on equality, inclusion and community cohesion
- ensure the Scheme is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues 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 leadership team any staff training or development that they require to carry out the above role and responsibilities
 - encourage pupils to recognise that they have a role and responsibility to themselves and others so that they understand and are able to
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying strategies
 - respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
 - deal with incidents of discrimination or harassment.

Equality Action Plan

Codes R = Race

G = Gender

Association

HT = Head teacher

SO = Sexual Orientation

A = Age

CT = Class teacher

D = Disability

CC = Community cohesion

TA = Teaching Assistant

RB = Religion or belief

PTFA = Parent, Teacher and Friends

MDSA = Mid Day Supervisory Assistant

TEACHING AND LEARNING											
R	D	G	C	S	R	A	Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
x	x	x		x	x	x	Ensure all pupils understand the need for equality	Ensure planning addresses equal opportunities / RRR to support SES	CTs, TAs, MDSAs	On going	Pupils know about equality
x	x	x	x	x	x	x	Consult with pupils and members of the community to ensure diversity of view.	Analyse responses to surveys, questionnaires, discussion to ensure fairness, no prejudice or discrimination	HT	On going	Diversity of people consulted – stakeholder views gathered
CURRICULUM											
R	D	G	C	S	R	A	Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
x	x	x	x	x	x	x	Pupils experience people from other cultures / religions	Extend opportunities for pupils to have knowledge, preferably at first hand of a diversity of people	CTs	On going	Enriched curriculum = pupil K&U
							Pupils understand the impact/ implications of disability on an individual	Extend opportunities for pupils to have knowledge, preferably at first hand of a disabled people	CTs	On going	Enriched curriculum = pupil K&U
EXTENDED SERVICES											
R	D	G	C	S	R	A	Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
x	x	x	x	x	x	x	Increase diversity of membership of PTFA committee	Promote meetings, publish minutes, canvas for new members	HT, ASHT	Termly	PTFA represents diversity of community
STAFF											
R	D	G	C	S	R	A	Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
X	X	X	X	X	X	X	Implement SES and deal with and record any prejudice / discrimination	Train all staff Monitor records of incidents / actions taken	HT	On going	All staff will recognise and deal with any incidents fairly and

