



Single Equality Statement (SES) 2016

1 Introduction

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 its 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 an all-inclusive 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.

The School's motto is "Learning Together, Achieving Forever", which was devised by the whole school community. This summarises our view that we all learn together regardless of protected characteristics.

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.

The quantitative information we will collect is:

- local catchment area, demographics
- where information can be disaggregated by protected characteristics, for pupils:
 - admissions
 - attendance
 - achievement and progression
 - rewards and sanctions
 - participation in the school council
 - take up of extracurricular activities
 - complaints and incidents of discrimination or bullying

To ensure that individuals cannot be identified, we will not publish statistics for small groups of pupils, in line with the practice adopted by the DfE, neither will we publish information on staff as we have less than 150 and are therefore not required to do so.

The qualitative information we will use, but not limited to, is:

- school policies relative to prohibited conduct and avoidance of discrimination
- minutes of governor meetings evidencing discussion on equality
- understanding of children from different backgrounds
- policies relative to promotion of tolerance, friendship and an understanding of different cultures.

The most recent 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.

Current information shows us that in Portway Junior School there are no significant issues that need to be addressed. We will nevertheless be constantly vigilant to identify and act in respect to any failures that emerge in our need to comply with this Statement.

The objective we have set for the next four years can be found at the end of this document.

This objectives included at the end of this Statement will be reviewed annually and updated at least every four years.

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:

- involvement of the student council
- staff discussions
- contact with parents
- contact with local community and disability organisations.

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 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 senior leadership of the school.

5 Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. As such, our progress will have regular oversight by the senior leadership of the school and the governing body.

We will formally review, evaluate and revise this Single Equality Statement and our objective every four years. 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
- Anti-bullying
- Attendance & Punctuality
- Behaviour Management Policy
- Child Protection
- Collective Worship
- Complaints Procedure
- Inclusions/Exclusions
- Pay
- Performance Management
- PHSE & Citizenship
- Physical Restraint
- SEN
- Sex & Relationship
- Teaching, Learning & Curriculum

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
- revise and approve the equality Statement every four years and review progress with the Action Plan annually
- 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 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 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 of the school 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 behavior
 - 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 of the school 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:

The School's Senior Administrative Officer.

The School's Single Equality Scheme Action Plan is on the next page.

Portway Junior School Single Equality Scheme Action Plan Autumn 2016 – Summer 2020

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act
- 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 and with regard to the protected groups under the Equality Act 2010. This action plan brings together the priorities for the school to comply with the Equality Act. The objectives will be monitored annually and reviewed fully every four years to ensure that account is taken of any changing needs of the School.

A tick to identifies which statutory duty/equality legislation the planned action is meeting R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief						Outcome	Actions	Timescale	Responsibility
R	D	G	SO	A	R/B				
	✓	✓		✓		To ensure that extra-curricular activities cater for a range of pupils	Survey all pupils at end of 2015-16 academic year about extra-curricular activities they have done Use this information to review in terms of protected groups but particularly gender, age, disability	Starting July 2016	HT/DHT
	✓					Ensure that induction loop is effective and working.	Review current arrangements and implement any changes as needed.	September 2016	Site Manager/AO
✓	✓	✓		✓	✓	To ensure that attendance rates are similar between all protected groups	Analyse the full 2015-16 attendance figures for all groups and identify any patterns and an actions that arise.	September 2016	Admin / HT
✓	✓	✓	✓	✓	✓	To ensure the SES is understood and shared by all stakeholders.	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	September 2016	SLT
✓	✓	✓				To continue to monitor attainment and progress of pupils by race, gender and disability	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	From November 2016 (using RAISEonline)	HT/DHT