

## Single Equality Statement and Action Plan

<b>Name of School</b>	Church Crookham Junior School
<b>Date of Policy Issue/Review</b>	Summer 2017 (to be reviewed Summer 2021)
<b>Date of Action Plan and Review</b>	Summer 2019 (to be reviewed Autumn 2020)
<b>Name of Headteacher</b>	Pam Meek (Headteacher)

<b>Introduction</b>	
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We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. 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 school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

<b>National and Legal Context</b>	
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We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

<b>Local Context</b>	
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**Local Context (Hart District) compared with Hampshire and National Data (taken from the 2011 Census Equality and Diversity Profile (Hart) Published by Research and Intelligence June 2013 Hampshire County Council**

**Religion**

	Hart	Hampshire	England and Wales
Christianity	64.6%	62.4%	59.3%
No Religion	25.8%	27.9%	25.1%
Not Stated	7.1%	7.2%	7.2%

Christianity remains the largest religion in Hart at 64.6%. Hinduism is the next biggest religion at 0.8% followed closely by Muslim (0.6%) and Buddhist (0.5%). A large percentage said that they had no religion (25.8%), whilst 7.1% did not state any religion at all.

**Ethnicity**

90.7% of Hart's resident population are 'White British'. Those in other ethnic groups account for 9.3%. The ethnic group 'White Other' accounts for 4.2% including both White Irish and Polish individuals, amongst others. The Asian ethnic group accounts for 2.7% encompassing Indian ethnicity, with others.

**Disability**

In Hart, 88% of the population state that their daily activities are 'not limited' by a long term illness whilst 7.5% are 'limited a little' and 4.5% are 'limited a lot' by their illness. The proportion of Hart's population who are 'limited a lot' is well below both Hampshire and England and Wales.

**Language**

In Hart 96.9% of people (aged 3+) state English as their main language. Other than English, Nepalese (0.4%) and Polish (0.3%) are the next most common languages.

Our 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

<b>Our School Context</b>	
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The school serves the local community of Church Crookham within the District of Hart in North East Hampshire. The School is a four-form entry Junior School (moving to five-form entry from September 2017) with 465 pupils on roll (Spring School Census 2017). The pupil admission number is 150. The district of Hart is one of the least deprived of all the local authorities in England.

Data from the Spring School Census 2017 show that the proportion of children identified with Special Educational Needs places our school at 12% which is higher than the national average. Free school meals eligibility is 5% which is well below average and 19% of children are from families who have a parent/carer serving in the forces.

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

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

<b>Principles</b>	
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To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate

but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of differing backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own
- sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In the development of our policies, we engage with groups and individuals to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life, irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives take into account both national, county and school level priorities.

We set new objectives every four years, but keep them under review and report annually on progress towards achieving them.

**Application of the principles within this policy statement:**

The principles outlined in the policy statement 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 contact 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.

<b>Roles and Responsibilities</b>	
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The governing body will

- monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parent/carers and others
- ensure that all governors are aware of their legal responsibilities under equality legislation

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- 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 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 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 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.

**Equality Action Plan Summer 2017-Summer 2020**

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

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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 with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Public Sector Equality Duty	Equality Objectives	Actions	Responsibility	Actions Taken
Eliminate discrimination harassment and victimisation	<p>To ensure that the curriculum provides opportunities to:</p> <ul style="list-style-type: none"> <li>• be aware that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010).</li> <li>• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>• Recognise and challenge stereotypes</li> <li>• Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> <li>• Think about the lives of people living in other places, and people with different values and customs</li> </ul>	<p>Evaluate the curriculum to ensure that all pupils groups and views are taken into account</p> <p>Ensure incidents of bullying are reported regularly and evaluation so that action can be taken (ongoing)</p>	<p>Number of bullying, racist/discriminatory incidents (reported to FGB termly)</p>	<p><b>Summer 2018:</b> Racist incidents reported to FGB.</p> <p>Incidents of bullying reviewed by SLT –trends show issues mostly relate to online gaming or messaging online. This has led to teachers adapting their PSHE lessons to include more work on e-safety.</p> <p><b>Summer 2019:</b> Staff training on prejudicial language and raising awareness on following up and reporting on inappropriate language used.</p>

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Public Sector Equality Duty	Equality Objectives	Actions	Responsibility	Actions Taken
Advance equality of opportunity between different groups	<p>Ensure all pupils groups:</p> <ul style="list-style-type: none"> <li>• are equally able to access all parts of the curriculum</li> <li>• have equal levels of attendance</li> <li>• make good progress</li> <li>• have equal opportunities to attend clubs</li> </ul> <p>Secure and accelerate progress of pupils eligible for Pupil Premium</p>	<p>Tracking of progress and attendance and identify issues/concerns as they arise.</p> <p>Complete actions on accelerating progress of pupils.</p>	<p>Attendance – Home-School Link Worker</p> <p>HT/SLT</p>	<p><b>Summer 2018:</b> Attendance tracked as groups and individuals. Reported to Curriculum Committee Termly from Summer 2018. Pupil progress tracked for all pupils eligible for Pupil Premium to show progress &amp; appropriate interventions put in place. <b>Summer 2019:</b> As above. Pupil progress meetings still focus on groups, etc.</p>
Foster good relations between different groups	<p>Engage with local community groups</p> <p>Ensure children appreciate the range of national, regional, religious and ethnic identities in the UK</p>	<p>RE manager to monitor and review impact of RE curriculum.</p> <p>Change the assembly planner to include greater links to other religions.</p>	<p>RE Manager</p> <p>HT</p>	<p><b>Summer 2018:</b> Assembly plans included greater links to other religions. Work with FACCTs about Prayer/Reflection Spaces Pupil Questionnaire 2018 showed that 94% of pupils agreed that school encourages pupils to respect people from other backgrounds and to treat everyone equally and 6% neither agreed or disagreed. <b>Summer 2019:</b> As above.</p>

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Public Sector Equality Duty	Equality Objectives	Actions	Responsibility	Actions Taken
Promoting employment equality	Ensure equal opportunities in recruitment practice Ensure staff exit surveys/interviews take place to identify any equality issues	Monitor feedback from leavers to identify and address any equality issues	Governors - Staff exit surveys	<u>Summer 2018</u> : Exit interviews took place in July 2017 and are planned for July 2018. No equality issues were identified. <u>Summer 2019</u> :
Accessibility Plan Ensure our school and building and our policies remove barriers to accessibility for learners, staff, parents and visitors to the school	To review and complete actions undertaken in the accessibility plan.	See details on the Accessibility Action Plan	HT/Governors	<u>Summer 2018 &amp; Summer 2019</u> : Issues arising from Action Plan will be addressed under School Expansion work due to start in September 2019. Accessibility plan due to be reviewed in 2020. No other areas identified.