



Single Equality Statement (SES)

1. Introduction

We welcome our duties under the Equality Act 2010. 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 children, staff, governors and parents/carers.

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

National and Legal Context

All schools have a legal duty to eliminate discrimination and promote equality in relation to disability, ethnicity, gender, religion and belief, and sexual orientation.

This Statement sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- promote positive attitudes towards disabled people
- and foster good relations with all groups

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. The comparator data will be collected from sources such as:

- The Ofsted Inspection Dashboard
- Department for Education information
- Data sent out locally

The type of equality information we will collect about our school is as follows:

Type of Data	Pupils and Families
<i>Quantitative, comparing pupils in different groups from some protected characteristics</i>	<ul style="list-style-type: none"> • Demographics (admissions, catchment area) • Attainment levels • Pupils progress • Attendance levels • Take up of extra-curricular activities • Attendance at parents' evenings and other events • Results of parent/pupil surveys • Incidents of bullying • Incidents of racial discrimination
<i>Qualitative, recording information about aspects of our work to promote equality</i>	<ul style="list-style-type: none"> • School policies which relate to the equality agenda • Minutes of governor meetings which evidence discussions • Notes of staff meetings (relating to responsibilities for equality) • Staff briefings • Details about particular initiatives undertaken in the school • Information about aspects of the curriculum which promote tolerance, friends and an understanding of different cultures. • Details about assemblies which promote tolerance, diversity and equality.

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:

School context

Alverstoke Infant School serves a predominately white British community of Gosport, with just over 10% of children coming from service families. Homes are mostly owner occupied with a small number of children attending from outside of catchment.

School context 2022-23:

COHORTS	% of pupils	Year R	Year 1	Year 2
Male	50.5%	46.5%	48.2%	56.6%
Female	49.5%	53.4%	51.7%	43.3%
Pupil Premium	8.5%	6.89%	8.6%	10%
SEND	9.09%	6.89%	6.8%	13.3%
EAL	3.4%	3.44%	6.8%	1.6%
LAC	1.1%	0	0.56%	0.56%

Attainment Levels in 2023

KS1 outcomes

	ARE+	Boys	Girls	PP (6)	SEN	EAL (no pupils)
Reading	73.3%	73.5%	73%	33.3%	33.3%	0
Writing	70%	67.6%	73%	16.6%	11.1%	0
Maths	78.3%	85.2%	69.2%	33.3%	33.3%	0
Combined	63.3%					

- The performance of both girls and boys at expected levels in KS1 was above that of their peer groups nationally in all subjects
- The performance of girls and boys at greater depth in KS1 was above that of their peer groups nationally in reading and writing
- In contrast to 2022, boys have attained more highly than girls in reading and maths.

Attainment Levels 2022

- Current school tracking (Y2) shows that girls attain more highly in all subjects. Girls make more progress than boys in Reading and Writing. Boys make more progress in maths.

Attainment Levels 2021

No assessment data was collected in this year.

Attainment Levels 2019:

- The performance of both girls and boys at expected levels in KS1 was above that of their peer groups nationally in all subjects
- The performance of girls and boys at greater depth in KS1 was above that of their peer groups nationally in reading and writing
- The performance of boys at greater depth in KS1 was above that of their peer groups nationally in maths.
- Last year, boys in our school out performed boys in all subjects nationally.

Attendance in 2022-23

- There is no significant difference between the absences of boys and girls (95.2% / 95.2%).
- The school's absence rate for disadvantaged children was 93.4%, in comparison to 95.5% for non-disadvantaged peers.

School policies

In addition to our Single Equality Statement, all policies relating to equality are available for stakeholders via the website and the school office.

Minutes of governor meetings (relating to responsibilities for equality)

- Minutes of governing body meetings show that the effectiveness of all policies relating to equality are regularly reviewed and reported on by governors.
- The Headteacher reports to governors on equality issues and the impact of initiatives to promote equality.

Minutes of staff meetings (relating to responsibilities for equality)

- Outcomes of pupil progress meetings relating to equality are shared, discussed and additional strategies to promote equality identified when necessary.
- Minutes of staff meetings show policies relating to equality are regularly discussed.
- Regular INSET/training relating to Inclusion/Pupil Premium/equality.

The objectives set for the next four years (2020-24) are therefore to:

- *To ensure all tracked groups continue make expected or above expected progress relative to national averages, including vulnerable groups*
- *To reduce the attainment gap between boys and girls in all year groups*
- *To ensure pupil and parent voice is representative of all groups*
- *To increase pupil's knowledge & understanding of the diverse culture, beliefs and lifestyles found in Britain and the wider world*

Actions taken to pursue these objectives:

<u>Actions</u>	<u>Monitoring & Evaluation</u>
Monitor and analyse progress and achievement of all children and specifically those in vulnerable groups termly and report to FGB. Pupil Progress meetings identify interventions required	Half termly Pupil progress meetings (leadership team and year group teams) Headteacher's report to FGB
Identify, respond to and report racist incidents. Report figures to Governing body & LA annually.	Ongoing records maintained Headteacher's report to Full Governing Body (FGB)
Identify, respond to and report incidents of bullying to governing body.	Ongoing records maintained Headteacher's report to governors
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school i.e. monitors, school council, Travel Team, pupil interviews etc.	Governor visits, records of pupil interviews, surveys etc. Headteacher's report to FGB
Parent/carer questionnaires e.g. parents/carers of children on SEN register, service families, EAL. Responses to annual questionnaire to parents/carers are tracked	SLT to keep records. Report to FGB in SEN report

according to group.	
The whole school environment will reflect positive images of diversity. Cultural diversity will be embedded in teaching and learning. Teachers will identify opportunities to include a cultural dimension into planning and provision, which is contextualised and meaningful to the children. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different cultures.	Curriculum Leaders maintain records. Nominated governor to complete an equalities checking exercise and report back to FGB.
To ensure that our school values are embedded, followed and understood throughout the whole school.	Values are promoted on displays around the school and in assemblies. A PDL programme has been developed to teach children about issues around equality. School council regularly discuss equal opportunities and promote these in all aspects of school life, for example by having 'girls only' football days.

4. Involvement of staff, pupils, and parents

a) Developing our Statement

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

- *Parent/carer questionnaires*
- *involvement of the school council*
- *contact with parent governors*

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 eg. reasonable adjustments.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

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) annually. 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:

- *Collective Worship*
- *Behaviour Policy*
- *Anti-Bullying Policy*
- *Safeguarding*
- *SEN policy*
- *Complaints Policy*
- *Pay Policy*
- *Performance Management Policy*
- *Capability Policy*
- *Disciplinary Policy*
- *Code of conduct*
- *Accessibility Plan*

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 fosters good relations between them and those who do not share that characteristic.

The Headteacher 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 objectives.
- 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 (SLT) 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.

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

The Headteacher or admin team on 02392 582403 or e-mail: adminoffice@alverstoke-inf.hants.sch.uk

Approved by Governing Body: September 2023

Statement review due: Autumn 2024

Objectives review due: Spring 2024



