



Great Binfields Primary Single Equality Statement (SES)

We welcome the equality duties on schools. 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 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**

Information Gathering

We 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.

Such quantitative information includes:

- admissions
- attendance
- achievement and progression
- rewards and sanctions
- choice of option subjects
- participation in the student council
- take up of extracurricular activities
- other equality information for example complaints and incidents of discrimination or bullying

It also covers:

- staff recruitment, retention
- CPD
- Staff training
- Discipline and grievance,

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 enables us to monitor achievement by pupils in relation to particular groups

The objective(s) set for the next 4 years can be found on our school website in the Equality section.

Involvement of Staff, Pupils and Parents

The involvement of a diverse group of people is instrumental in shaping a Single Equality Statement. Great Binfields has involved the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues that might to be addressed.

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

- questionnaires
- involvement of the student council
- contact with parents and the local community

These activities have involved people with protected characteristics in keeping with the inclusive ethos of the school.

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), resource auxiliary aids 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.

We will continue to:

- embed equality and inclusion into school council and staff meetings
- provide support for 'hard to reach' groups, for example disengaged young people, looked after young people and disabled young people
- address under-representation on the school council or on the governing body
- involve learners, parents, staff and others in developing policy and practice where equality issues are key eg. bullying policies
- continue to look for ways to involve others from diverse backgrounds.

Monitoring and Evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and any objective(s), using information which we may gather.

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.

Key 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, SEN policy, Complaints, Disciplinary, Grievance, Pay, Performance Management &, Capability

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 equality information that may be published 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 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**

Statement approved by Governing Body :

Date of statement creation: May 2016

Reviewed: Summer 2021

Next review: Summer 2024