

Single Equality Statement 2013-2016



Introduction

We welcome the equality duties on schools. 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 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 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 2011.

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 statement promotes our Droxford Junior School core values.

We have identified a set of objectives to promote equality, inclusion and community cohesion. Our statement 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 specific groups of pupils will help to improve our outcomes for all. 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 Statement.

School Context

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2001 census shows that 2.3% of the population of Hampshire are from ethnic communities, although in recent years there has been an increase in migrant workers particularly from the EU. In 2008, 7.1% of school pupils were from ethnic communities. Approximately 15% of the population have declared a disability. For 2007/08, there were 732 reported incidents of hate crime; 83.5% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75. The main religious group is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%), and Sikh (0.1%).

The local catchment area for Droxford Junior School consists of rural communities covering a wide geographical area. The vast majority of families are white British. There are a number of children from Romany and traveller communities. The school is pro-active in establishing positive links with school communities that reflect a broader range of ethnic minorities whenever possible. The socio-economic status of families is diverse reflecting deprived to affluent households. The religious and linguistic diversity of staff is narrow. There is a balance of male and female staff, a small minority of whom have disabilities. Adult visitors are therefore important to raise awareness, understanding and respect for cultural and religious diversity and disabilities.

Involvement of staff, pupils, and parents

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.

We have involved staff, pupils, parents and community representatives in the following ways:

- focus groups of children, including school council
- well-being questionnaires
- community cohesion audits
- staff and governor discussions
- newsletter and questionnaires with parents
- contact with local community representatives and disability organisations
- School Library Service; audit of library books
- curriculum review processes.

These activities have involved disabled people and carers who work in or have visited school. A diverse range of people have been involved, including disabled people with different impairments and people from different community groups. This includes Gypsy Roma Traveller families.

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 and seek expert advice where it is necessary.

Information gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and to practice and 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.

a) Pupils

The following information is analysed and disaggregated by gender, race and disability:

- admissions
- attendance
- achievement and progression
- rewards and sanctions
- access to curriculum and learning resources, including offsite visits
- participation in the school council and/or involvement in other pupil voice strategies
- participation of extended school activities
- other equality information; for example complaints and incidents of race discrimination or bullying.

We have identified the following **objectives** from the evaluation of this information:

- aim for 100% attendance for offsite outdoor and adventurous activities. (Children should not be excluded due to financial reasons.) Occasionally a child has not attended for family / cultural reasons but every effort will be made to encourage all children to participate

- increase proportion of vulnerable children attending extended school activities or attending clubs outside of school
- increase opportunities for pupil voice for vulnerable children.

b) Staff

The following information is analysed by disability, race and gender:

- staff recruitment, retention
- CPD (Continual Professional Development)
- promotion
- disciplinary, grievance, competency
- outcomes of appraisals and performance review processes
- cessation of employment
- staff exit surveys
- governor composition and recruitment.

We have not currently identified any priorities from an evaluation of this information.

c) Others

It is vital that parents and carers are important partners in the education of their children. Therefore the school is proactive in supporting disabled parents or parents from ethnic communities. These parents will be consulted to continually improve practice.

Specific Equality Areas

This section of our scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take.

a) Race Equality

What we have already achieved (2007-2013).

A self-evaluation for race equality and cultural diversity was completed in 2008. Key points raised:

i) Eliminate unlawful racial discrimination

There was one reported incident of racial discrimination and harassment in 2007. This was name calling between two white British pupils. The incident was investigated and monitored.

Hampshire LA policy and procedures are followed. The 2010 Year 6 Attitude survey indicated that a Pakistani girl had been bullied; on investigation this was at her previous school. There have been no reported racial incidents in 2011 or 2012.

ii) Promote equality of opportunity

The progress and achievement of all children is tracked rigorously. This includes children from different ethnic groups. All pupils have had full access to the planned curriculum and have participated in extended school activities.

Our embedded DJS Core values outline respect and responsibilities for all. The UN Convention on the Rights of the Child (UNCRC) is regularly used to promote equality and links to the Hampshire Rights Respect Responsibility (RRR) initiative. All learning bases review RRR annually.

A Racial Equality Scheme was developed in 2008. The scheme was then incorporated into the Single Equality Statement.

iii) Promote good relations between people of different racial groups.

Established links with Portswood Primary School in 'inner city' Southampton enable children to have pen pals and work collaboratively on geography projects. Portswood is a high achieving school and the pupils are from a diverse range of different ethnic groups.

Global links have been established with Erfa school, Lalibela in Ethiopia.

'Kick out racism' in football campaign; One Game One Community; design a logo competition. Children reflected on values and positive behaviours and explored what constitutes racism.

Hampshire is my Home photo pack; biographies of Year 5/ 6 children who have settled in Hampshire. The pack celebrates achievements and hopes for the future.

Representatives from different ethnic groups invited to share culture and life experiences.

We want to do more by:

Ensuring children continue to have opportunities to meet and learn from children and adults representing a diverse range of ethnic minorities. A regular programme of assemblies and events are planned annually to promote respect and appreciation of cultural diversity.

Use the Hampshire 'Coming unstuck' pack (Years 5/6) to explore reasons for racism and challenge racial discrimination if it should occur.

Use 'supply teachers' from different ethnic and cultural backgrounds as valuable learning resources. In 2009/10 a supply teacher, a representative from the local Islamic community, taught RE. A white European supply teacher taught a unit of work on Greece.

b) Community Cohesion

What we have already achieved:

A working group of governors and the headteacher completed a community cohesion audit in June 2008.

Teaching, learning and curriculum

The key drivers are the core values which were developed by staff, governors, parents and pupils in 2007; these underpin a strong inclusive ethos.

Rigorous and timely positive behaviour and discipline policies and strategies effectively deal with very rare incidences of prejudice, discrimination, bullying or harassment.

The school fully endorses the Hampshire RRR agenda.

The collective worship programme was redesigned in August 2008 to incorporate Social Emotional Aspects of Learning (SEAL) themes, core values, festivals and to develop concept of identity and community. This was reviewed in 2011.

The UN conventions for the rights of children posters are high profile and displayed around the school.

PSHE / RE / cross curricular topics offer children rich learning experiences and opportunities to reflect on community values and their own contributions.

Music has an inter-cultural dimension; African drumming, Salsa, Gamelan and Indian dance are recent examples.

Spirituality policy promotes global cohesion.

In January 2011 an RE Inspector/adviser worked with staff and governors to map opportunities for spiritual development across the curriculum. SEF review; Spiritual, Moral, Social and cultural education validated as being outstanding by OFSTED (March 2012)

Cool Planet Weeks enable children to become more aware, appreciate and value cultural diversity;

- 2007 Cultures from around the world. UNESCO: World Heritage sites
- 2008 Environmental issues and their impact on local and global communities,
- 2009 Contrasts in Ethiopia
- 2010 Migration and Journeys
- 2011 World Heritage Sites; human and physical
- 2012 Spiritual Journeys
- 2013 Exploration
- 2014 People who have shaped the world WW1 commemorations

DJS has achieved the Enhanced Healthy Schools Award and the Eco Schools Silver Award.

A key development was the creation of an innovative school council. The children are given opportunities to make decisions and participate in projects to improve their education. The composition of School Council is monitored by gender, ability, GAT and SEN. This ensures equal representation within our community. Every Child Matters (ECM) – ‘Stay safe’ and ‘making positive contributions’ are highly valued outcomes. An annual task of the School Council is to select a local, national and international charity.

Projects to date include:

- Shoes to Panama to help children attend school
- Christmas shoe boxes to Eastern Europe
- Shelter Boxes to natural disaster areas.
- Jeans for Genes to assist children with disabilities
- Cancer Research
- Naomi House to support children in hospice
- Water Aid to support villages develop a clean water supply and sanitation
- Gosport Family Centre, Portsmouth foodbank and Winchester Night Shelter (Harvest contribution)
- Poppy Appeal - Annual
- Hanna’s orphanage in Ethiopia.
- Children In Need
- Sight Savers
- Barnardo’s
- Hampshire Air Ambulance
- Oxfam Philippines Appeal
- NSPCC

Enterprise projects focussed on the children making a contribution towards improving the school or the lives of others.

Equality and excellence

Celebration assemblies are used to enable all children to share successes in and out of school.

Economic well-being is promoted through the development of key skills. Social skills and attitudes are developed through the concepts of challenge, equality and teamwork. Induction programmes for new intakes are centred on community cohesion projects; children and parents reflect on differences, similarities, equality and moral purpose. Resources used include 'Something Else', 'My Map Book' and 'The Trouble with Dragons'. Effective induction programmes for individuals ensure children quickly assimilate into DJS. Examples include children from New Zealand, Australia, South Africa, Spain, Italy, Peru, Columbia, Switzerland and USA.

Engagement and extended services

Regular anti-bullying strategies are high profile throughout the school. Peer mediators and sports leaders contribute to solving issues and ensuring all children can 'enjoy and achieve'. The school records and reports any incidences of bullying. The children have a high respect for one another and visitors. Wherever possible their own cultural heritage is used as a learning resource.

Emotional Literacy Support Assistant supports and challenges pupils to engage and fulfil potential.

Parent Support Adviser / ELSA supports 'hard to reach' parents.

Extended Schools Co-ordinator supports families to access a core offer of one hour of after-school activity. Audits and questionnaires are used to gather any issues, needs and suggestions.

Links with other schools promote engagement with children from different cultural backgrounds

Involvement in local community; recorder festival, choir, gardening club, allotment, community arts project, Droxford village fair and business links all promote cohesion.

Established link with local church; priest leads school and church services for school community.

Traveller families used to support fairground and Roman Chariot DT projects.

Developing links with Jewish and Islamic communities to support RE.

We want to do more by:

Planning further opportunities for children to learn from, work with and support local pre school and elderly. Community arts projects, allotment and book buddies are examples.

Religion and belief: Continue to develop links with local Christian, Jewish and Islamic communities to enrich the RE schemes of work but also within collective worship.

Assemblies planned by Rev Holt to include representatives of the Parish.

Widen the range of visitors who can increase the children's awareness, understanding and respect for different cultures and beliefs.

Develop Gypsy / Roma resource pack; raise awareness of cultural heritage and local fairs; Wickham Horse Fair.

DJS directly involved in the Hampshire GRT project 2010; Cool Planet Week; assembly on GRT heritage. Showman presentation to lower school classes 2012/13

Planning opportunities or publicise events for families to learn about local and national cultural heritage.

Increasing learning resources about journeys and migrations and affirming identities.

Cool Planet Week 2010; excellent learning resources used effectively.

Language afternoon 2012; parents and grandparents set up workshop activities and displays representing Belgium, Spain, Italy, Greece and Germany. (Ireland to feature in future event!)

Hampshire resource pack on migrations; link to topics and family learning visits to historical sites in the Meon Valley. Meon Valley Saxon Festivals

Upper school learning packs on the Slave trade - 2011

Cool Planet Week 2010/11: Theme of journeys and migrations around the world.

Cool Planet Week 2011/12: Sustainability; explore world heritage sites.

Cool Planet Week 2012/13: Spiritual journeys; religious and non-religious

Cool Planet Week 2013/14: Explorations; sacred places

Cool Planet Week 2014/15: World War 1 commemorations and hope

c) Disability Equality

What we have already achieved:

A Disability Equality Scheme was developed in 2007 after analysis and consultations.

An Access plan has resulted in;

- improved access to ICT and software to support individual education plans
- maximising participation in residential visits for disabled pupils
- effective partnerships with outside agencies to provide staff development and focussed SEN support programmes.
- training for dyslexic friendly school for teaching teams
- tracking and supporting pupils with disabilities in PE
- contingency funding for children to access extended school activities
- impact assessments are used by governors to review policies.
- well-being questionnaires included disabled pupils
- improvements to school grounds to promote structured play
- signage for disabled parking and improved reception access
- refurbishment of Rainbow room for emotional literacy and SEN support
- improved site security and safety; emergency lighting and fencing
- disability awareness assemblies
- informing parents of alternative formats for communications
- participation in school council or other mechanisms for pupil voice.

We want to do more by:

Ensuring children are aware of disabilities that their peers experience and support to remove any barriers to learning or well being. This includes a child with Downs Syndrome; assemblies and learning Makaton

Inviting disabled people to talk about their disabilities and outline their achievements and the challenges they have overcome.

Using famous people as role models to outline challenges and achievements in assemblies focussed on core values.

Examples to date include:

2010 Olu, a visually impaired Nigerian, who was blinded by a bullet, talked to the children about motivation and technology.

2010 and 2013 Peter Norfolk – Paralympics Tennis Champion visited school

Toby, a young man with severe cerebral palsy, ran disability workshops in April 2012. His charity 'Just Different' promotes equality for all. Just Different will return in March 2015.

Reviewing wheelchair access to school building; consider access to reception area and improving storage to ensure disabled toilet is always accessible.

Access survey by Hampshire Access officer (2011); reasonable actions undertaken have included a portable hearing loop, door threshold fillets and additional handrails.

Reviewing 'Reasonable Adjustments' classroom checklists to ensure learning resources are organised in accordance with pupil need.

Dyslexic friendly school checklists.

Annual well-being surveys and pupil voice forums with disabled children.

Reviewing personal evacuation plans as appropriate.

Redecorating programmes; contrasting colours and step marking to support children with visual impairments.

d) Gender Equality

What we have already achieved: A Gender Equality Scheme was developed in 2007. This involved:

- audited participation by gender in extended schools activities; introduced street dance to appeal to more girls
- analysis of progress and achievement by gender; summative assessments and internal data. Planned interventions to impact on individual children underachieving
- strategic leadership team is representative of both genders
- School Library Service audit; increased stock for less able male readers
- history schemes of work; socio economic and gender issues discussed
- science and technology / business links; a balance of male and female visitors to enrich curriculum
- raised awareness of gender equality in assemblies; no issues identified
- parent consultation; girls in upper school are able to request more personal changing arrangements for PE .

This Scheme is now incorporated into the Single Equality Statement.

We want to do more by:

Continuing to audit attendance at extended school activities to ensure the range of activities can be accessed and enjoyed by girls and boys. Girls' cricket and football teams flourishing! It is now the norm for boys to be in the netball team.

School Library Service audit; consider stock available for both girls and boys across the ability range. Class reading books; ensure there is an overall balance in the gender of main characters.

Monitoring role models used in assemblies and visitors in terms of gender balance.

e) Other Equality Areas

What we have already achieved:

- Assembly themes cover a range of equality issues and planning is flexible to include current local, national and global events.

We want to do more by:

Incorporating further learning opportunities that raise awareness of race, gender and disability equality.

Curriculum Review 2010/11 Examples of topics that have specifically been developed to address equality issues include:

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Victorian Topic – equality issues discussed. Eureka project included learning units on suffragettes, Nelson Mandela and Martin Luther King. National Curriculum Review 2013/14; audit curriculum to identify topics that promote equality Ensuring new areas of learning include local, national and global perspectives. Reference core values, links to community cohesion and positive projects that enable all pupils to participate. Artists, designers and architects; gender balance.

Impact Assessment

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment.

Impact assessments are made when reviewing as part of the planned timetable for review of policies. Key questions explicitly considered are:

Is there any evidence of inequalities within documentation?

Is the policy effective in ensuring inequalities do not occur within the school community?

If NO, what are the causes?

What actions can be taken to remove unfairness or disadvantage?

Working in Partnership

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

Publishing the Single Equality Statement, raising awareness

We recognise that our statement is a public document that should be available to any interested stakeholder. We will promote and publish our statement by:

- placing it on our website
- making it available on request
- providing a summary in our prospectus
- highlight the existence of the statement and objectives in a newsletter annually
- incorporating it into staff induction programme and as an 'essential policy' for all staff to review annually.

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 Strategic Plan. As such, our progress will have regular oversight by the strategic 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 in 2014.

Links with other school policies

School policies that link with, and have informed this statement include:

- SEN policy
- Hampshire LA Racist Incidence policy
- Anti bullying policy
- Equality policy for employment of staff
- Admissions policy.

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 achieve 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 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 strategic 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 victimisation.

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.

13. Equality Objectives

Equality information and objectives are available on the school website and will be updated annually. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

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 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).

The detail of these objectives should also be read in conjunction with the school's current Single Equality Statement which has informed the development of the

Equality Objectives for 2012/13:

Objective 1: Maintain 100% attendance for offsite outdoor and adventurous activities.

Impact: Whilst 4 children (2%) did not attend for the whole trip, day visits were organised for all. Pupil premium funding was offered but not taken up by two parents; social and family reasons rather than financial.

Objective 2: Increase proportion of vulnerable children attending extended school activities or attending clubs outside of school to 95%.

Impact: 4 children not engaged; 95%

Objective 3: Increase opportunities for vulnerable children to contribute towards improving our school community.

Pupil interviews about activities in and out of school they would like; drama and gymnastics added to programme

Equality Objectives for 2013/14:

To ensure that the new 2014 National Curriculum effectively supports all children, particularly vulnerable groups, to make good or better progress.

Impact:

To monitor and analyse progress and achievement for all pupil groups and plan incisive interventions for narrowing attainment gaps.

Impact: Achieved, although ongoing task and staff re-evaluating due to new National Curriculum requirements

Equality Objectives 2014/15

Ensure any new assessment practice effectively supports the teachers in planning/differentiating to meet the needs of all pupils.

Accepted by Full Governing Body: 23 March 2016

To be reviewed: Spring 2017