

Forest Edge Learning Federation



Single Equality Statement

Our children will be globally-aware, confident, successful learners who, within our ambitious and forward thinking environments, will develop a secure sense of self-worth.

Name of School:	Breamore CE Primary, Hale Primary and Hyde CE Primary
Name of Responsible Manager/Headteacher:	Emma Clark – Executive Headteacher
Date Policy approved and adopted:	February 2023
Date Due for review:	February 2027

1. 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 differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (see below) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our schools. 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 schools within the Forest Edge Federation are 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 schools 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

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.

Some comparator detail is available from:

- the Hampshire Local information and statistics website <https://www.hants.gov.uk/aboutthecouncil/informationandstats>
- IDSR
- Department for Education – national School Workforce Census data: <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0076945/school-workforce-census-data-published>

We are small schools and we take steps to ensure that individuals cannot be identified. Therefore, in line with The DfE guidance, we do not generally publish information which relates to fewer than 3 individuals. Staff information – we have less than 150 employees – therefore, this information is not required by law.

The most recent information collected by the school will be available on the school website from 6 April 2023 and updated annually thereafter. 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.

The objectives set for the next four years are therefore to

- To ensure that within the school budget, adequate funding is provided to
- underpin this policy and that intervention, positive and preventative action is funded where necessary.
- To continue to raise pupils' awareness of differences within the wider society, and actively promote respect and tolerance.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality, diversity and community cohesion by fostering good relations.
- To develop awareness of social, economic diversity within the local area and the wider world and engage actively in awareness events and fundraising that will make a genuine difference to others within the local and wider world.

These objectives are published on the school's website and will be updated at least every four years. We will try to respond positively to any request made for a copy in another format.

4. Involvement of staff, pupils, and parents 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 difficult for us to respond positively. We will ensure that outcomes from all involvement activities inform the action taken by the federation'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) 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 Policy
- Accessibility Plan
- Collective Worship Policy
- Uniform policy
- Positive Behaviour Policy
- Safeguarding and child protection policies
- SEN policy
- Complaints Procedure
- Disciplinary Procedure
- Grievance Procedure
- Pay,
- Performance Management and Capability Policies
- Code of Conduct
- Health and Safety Policies

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 Executive 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 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 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 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.

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

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