



**THE FEDERATION OF
HAZEL WOOD INFANT SCHOOL AND LYDLYNCH INFANT SCHOOL**

Single Equality Statement (SES)

Approved FGB July 2025
Due for renewal July 2026

Introduction

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 differences 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.

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, extracurricular activities, resources, staff vacancies, training opportunities etc
- recognising the value of a diverse and inclusive school community
- ensure 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 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 details are available from:*

- the Hampshire Local information and statistics website <https://www.hants.gov.uk/aboutthecouncil/informationandstats>
- RAISE online – provides an opportunity to compare against national data
- 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>

At our federation we collect **quantitative information** to inform our priorities on:

- local catchment area, demographics
- for pupils, information which can be disaggregated by protected characteristic such as
 - admissions
 - attendance
 - achievement and progression
 - rewards and sanctions
 - participation in the pupil council
 - take up of extracurricular activities
 - other equality information for example complaints and incidents of discrimination or bullying

Although our staff is small and as such, we are not legally required to do so we also consider staff information in relation to the protected characteristics including

- staff recruitment, retention
- CPD
- Promotion
- Discipline and grievance,
- Gender pay gap
- Leavers
- Staff exit surveys
- Workforce representation
- Rates of return from maternity leave

We also consider information about attendance at parent's evenings and other school events, to identify if there is any under-representation by disabled people or parents from ethnic communities, and the composition of our governors and volunteers.

Qualitative information which we consider includes:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken
- notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- any notes about how the school monitors equality issues in everyday school life
- detail about particular initiatives undertaken, for example to monitor boys' engagement with the curriculum and also the impact of these initiatives
- twinning arrangements with schools which enable pupils to meet and exchange experiences with pupils from different backgrounds
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues

The most recent information collected by the federation informs our school policies and these are available on the federation website and our key objectives are updated and published on this annually. The Federation will do its best to respond positively to requests for copies in paper form or alternative formats.

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

We should continue to monitor attendance to ensure that there are no trends of groups of children who have poorer attendance than others. At the Federation of Hazel Wood Infant and Lydlynch Infant we believe that every child has the right to an excellent education and good attendance is imperative for this to happen. At present our attendance at Hazel Wood is 94.7% and at Lydlynch 94.01% and we want high attendance to continue to be a priority at both schools.

We will continue to monitor our curriculum including educational visits to ensure that it is accessible to all pupils. Everyone has the right to participate in all areas of school life.

We have more female than male volunteers and as such will actively seek to engage more representative groups of helpers.

The objective(s) set for the next four years is/are therefore to

- Continue to promote good attendance for all children at our schools so that there are no differences between groups of children.

This will be monitored by the administrative staff and the Headteacher. All teachers will know which children in their class are attending well and how to support the parents of those who don't. Our school staff and Pastoral Care Worker will work harder to reach families. Headteacher reports to the Governing Body and Parent Newsletters will promote good attendance.

- Monitor the Curriculum for parity of experience for individuals

Heads of School and class teachers will monitor planning for equal opportunities. They will look at the composition of children who attend extra-curricular activities and consider representation in the school council at both schools, gifted and talented events and the eco council at both schools. The School Improvement Plan also has a key issue to develop children's global awareness and the diversity of citizens, and this is reflected in planning documents.

- Consider ways to engage wider community involvement as volunteers at our school so there is a more equitable representation of different groups.

Newsletters and new parent evenings will promote the school as a place where wider family circles are encouraged to help. All volunteers continue to be meticulously DBS checked and given guidance on school expectations. Children work with different volunteers across the school to widen their experience of different individuals.

These objectives are published on the school's website via this policy 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.

Involvement of staff, pupils, and parents

a) Developing our Statement

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.

- questionnaires
- involvement of the student council
- opinions of staff
- contact with parents
- consultation with the Governing Body to consider the views of the wider community and to develop associated policies

These activities have involved people with protected characteristics as follows:

- informal conversations with targeted parents and staff
- approaching specific learners on the student council

- our schools are small, so it is very important that we use every opportunity to seek the views of different groups both formally and informally

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 e.g. reasonable adjustments (*schools will need to add in auxiliary aids once this duty comes into effect*) 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 senior leadership team.

- embed equality and inclusion is fundamental at PPA sessions and staff meetings
- provide support for 'hard to reach' groups have individual support from the Executive Headteacher, school staff and ELSA.
- involve learners, parents, staff and through the work of the Governing Body in developing policy and practice where equality issues are key e.g. anti-bullying policies

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.

Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are;

Single Equality Action Plan; Employment Equality Policy; Equality Policy; Looked After Children Policy; Collective Worship; Behaviour Policy; Anti Bullying Policy; Child Protection Policy; Safeguarding Policy; SEND Policy; Complaints Policy; Pay 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 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 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.

Specific roles

- The Headteacher and the Governing Body will coordinate and monitor equality and diversity
- The Headteacher will deal with incidents of discrimination or harassment
- Team Leaders and the Inclusions Leader, overseen by the Headteacher, will monitor progress and attainment of learners from different groups and communities
- The Headteacher and Administrative Manager will monitor recruitment and career progress of staff from different groups and communities
- The Inclusions Leader will organise provision for reasonable adjustment and support for disabled learners

For further information, or to request this Statement in an alternative format, please contact the school office

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