



Believe, Strive, Achieve

The Federation of Winklebury Infant and Junior Schools

Single Equality Statement September 2019

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Introduction

We welcome the equality duty on schools. We believe that all children and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. 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 federation. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We understand that equality will only be achieved by the whole school community working together – our children, 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 federation 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;
- recognising the value of a diverse and inclusive school community;
- ensuring that staff and children 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 children and staff where a formal complaint or grievance is submitted.

This Single Equality Statement sets out how our federation intends to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations.

We intend to do this in an 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 effectiveness of this Statement 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.

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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 children and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our schools, where possible, in the context of national and county information.

Quantitative information will include

- local catchment area demographics;
- for children, we will include information, disaggregated by protected characteristic as follows:
 - admissions
 - attendance
 - achievement and progression
 - rewards and sanctions
 - participation in the school councils
 - take up of extracurricular activities
 - incidents of discrimination or bullying

Qualitative information, available on request to the Head of Federation, will include:

- school policies where they make a statement about prohibited conduct including bullying and the importance of avoiding discrimination;
- minutes of governor meetings evidencing discussions regarding equality issues;
- notes of school council meetings (part of consultation process) providing their views on equality issues;
- notes of staff meetings referring to equality policy, procedures and issues;
- items from the records arising from discriminatory or bullying behaviour;
- governor action plans relating to equality, the monitoring of records and governor visit reports;
- how the school monitors equality issues in everyday school life;
- detail about particular initiatives undertaken in the school and the impact of that initiative;
- information about aspects of the curriculum which promote tolerance, friendship, citizenship and an understanding of different cultures;
- assembly planning which deals with relevant equality related issues.

The most recent information collected by the federation is available on the federation website and is updated annually. The federation will provide, on request to the Head of Federation, copies of the information in paper form or alternative formats.

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Using equality information

We will use the information that we collect to:

- evaluate how well we comply with all our duties under the Equality Act;
- assess the potential and actual impact of policies and procedures;
- make informed decisions on actions to be taken following data scrutiny;
- 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:

Please see Appendix A

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Involvement of staff, children, and parents

a) Developing our Statement

The involvement of our stakeholders is instrumental in shaping our Single Equality Statement. We strive to involve the full diversity of our school and community, and understand that people who share a protected characteristic are best placed to identify key issues for us to address.

In developing our Statement, we involved staff, children, parents and Governors in the following ways:

- involvement of the School Councils;
- staff consultation;
- consultation with parent representatives;
- contact with local community through specific groups, for example, physically disabled and/or persons with impaired hearing and sight.

b) Ongoing involvement

We have strategies in place to promote the participation of children, parents, staff and Governors in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that children, parents and Governors from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult children, parents, staff and Governors should there be an individual need or requirement to do so and seek expert advice where it is necessary.

We will ensure that outcomes from all involvement activities inform the action taken by the school's Senior Leadership Team (SLT) as set out in our objective.

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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-organisation' 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 Federation Development Plan. As such, our progress will be monitored through the federation's monitoring and evaluation cycle.

We will formally review, evaluate and revise this Single Equality Statement and our objective(s) every four years. This process will again involve staff, children, parents and Governors who reflect the full diversity of the school community.

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Key federation policies and procedures

Federation policies and procedures where consideration of equality issues is likely to be of particular relevance are:

- Inclusion and SEN Policy;
- Anti-Bullying Policy and Behaviour Policies;
- Pay Policy;
- Admissions Policy;
- Teaching and Learning Policy;
- Off-Site Activities Policy;
- Religious Education curriculum;
- Collective Worship and assembly planning;
- PDL curriculum;
- Complaints Policy;
- Stakeholder induction procedures;
- Curriculum enrichment participation.

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, children, 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 objective 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 of Federation will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation;
- ensure staff, children, parents and other stakeholders are aware of this Statement and their roles and responsibilities in implementing it;
- monitor the 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 professional 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 to the Senior Leadership Team
 - respond appropriately to the needs of children, parents, staff and others with protected characteristics
 - encourage children 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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Statement produced/ reviewed by: Head of Federation and full governing body

Date: September 2019

Signed: (Chair of Governors)

Next review date: September 2020

Appendix A

Pupil-related information

1.Outcomes by gender (based on 2019 data)

Phonics Attainment

	Year 1 (%)	Year 2 (%)
Girls	92	100
Boys	68	44

KS1 Attainment

	Reading	Writing	Maths	All subjects (RWM)
	ARE+ (%)	ARE+ (%)	ARE+ (%)	ARE+ (%)
Girls	88	83	79	71
Boys	80	60	83	60

KS2 Attainment

	Reading		Writing		EGPS		Maths		All subjects (RWM)	
	ARE+ (%)	APS	ARE+ (%)	APS	ARE+ (%)	APS	ARE+ (%)	APS	ARE+ (%)	APS
Girls	83	106.5	87	N/A	96	109	83	104.7	74	N/A
Boys	57	100.9	76	N/A	76	106	86	105.4	57	N/A

Attendance

Junior

Gender	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Boys	111	95.8	3.0	1.2	1.3	0.1
Girls	116	96.8	2.7	0.4	1.4	0.1
Totals	227	96.3	2.9	0.8	1.4	0.1

Infant

Gender	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Boys	84	95.7	3.7	0.7	1.0	0.1
Girls	74	96.6	2.8	0.6	0.7	0.2
Totals	158	96.1	3.2	0.7	0.8	0.2

Missing marks have been ignored

2. Outcomes by ethnicity (based on ASP 2019)

Phonics Attainment

	Year 1 (%)	Year 2 (%)
White British	82	58
Asian	100	100
Black	0	N/A
Any other mixed background	100	100
Unknown	50	100

KS1 Attainment

	Reading ARE+ (%)	Writing ARE+ (%)	Maths ARE+ (%)	All subjects (RWM) ARE+ (%)
White British	80	68	78	62
Asian	100	100	100	100
Any other mixed background	100	100	100	100
Any other ethnic group	100	0	100	0
Unknown	100	66.7	100	66.7

KS2 Attainment

	Reading		Writing		EGPS		Maths		All subjects (RWM)	
	ARE+	APS	ARE+	APS	ARE+	APS	ARE+	APS	ARE+	APS
White British	70	103.5	78	N/A	84	105.9	81	104.3	65	103.9
Black African	50	102.5	100	N/A	100	113.5	100	105.5	50	104
Indian	100	106	100	N/A	100	116	100	113	100	109.5
Other Asian	100	110.7	100	N/A	100	115	100	108.7	100	109.7
Any other ethnic group	0	96	100	N/A	100	115	100	110	0	103

Attendance 2018-2019

Junior

Ethnic	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Any other Asian background	10	98.2	1.6	0.2	0.4	0.0
Indian	9	95.5	4.0	0.5	2.2	0.0
Black - African	4	99.3	0.7	0.0	0.4	0.0
Any other Black background	4	98.9	0.9	0.1	0.8	0.0
White and Black African	2	97.4	2.7	0.0	0.4	0.0
Any other mixed background	5	91.8	6.7	1.5	3.1	0.1
White and Asian	1	96.6	3.2	0.3	0.0	0.3
White and Black Caribbean	1	90.5	7.4	2.1	0.3	0.0
Information Not Yet Obtained	1	99.4	0.7	0.0	0.0	0.0
Any other ethnic group	5	97.9	1.6	0.4	0.4	0.0
Refused	2	92.6	6.0	0.8	8.5	0.3
Any other White background	17	95.7	3.5	0.8	1.3	0.0
White - British	166	96.2	2.8	0.9	1.4	0.1
Totals	227	96.3	2.9	0.8	1.4	0.1

Infant

Ethnic	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Any other Asian background	4	98.7	1.2	0.1	0.1	0.1
Indian	8	95.4	3.5	1.1	0.2	0.0
Pakistani	1	95.9	4.1	0.0	0.0	0.0
Any other Black background	1	98.9	1.1	0.0	0.0	0.0
Any other mixed background	6	92.0	6.3	1.5	0.9	0.1
White and Black Caribbean	1	94.1	2.6	3.3	9.2	1.3
Information Not Yet Obtained	4	97.3	2.0	0.7	1.0	0.4
Any other ethnic group	3	98.1	1.7	0.3	0.9	0.0
Refused	5	94.8	4.2	1.1	1.6	0.5
Any other White background	8	96.4	2.9	0.8	0.6	0.0
White - British	117	96.2	3.2	0.6	0.8	0.1
Totals	158	96.1	3.2	0.7	0.8	0.2

Workforce information (only required for schools with more than 150 staff)

Information	Evidence and commentary
Gender of workforce as at April 2019	N/A
Race distribution of workforce as at April 2019	N/A
Applications by gender 2018-2019 as at April 2019	N/A
Shortlisted candidates by age 2018-2019 as at April 2019	N/A
Attendance at external training by gender in 2018-2019 as at April 2019	N/A
Leavers by gender in 2018-2019 as at April 2019	N/A

Other information (this is additional information which is not necessarily required)

Information	Evidence and commentary
Governor representation as at April 2016	48% Male, 52% Female 100% British White This is largely representative of the local community