



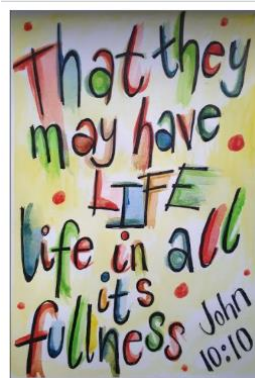
*That they may have life; life in all its fullness - John 10:10*

# Hordle CE (VA) Primary School

## SINGLE EQUALITY STATEMENT 2023

**Any reference to 'the school' throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.**

*Through an education rooted in God's love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future*



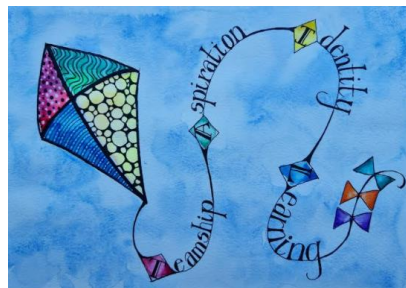
This policy is set within the context of our core Christian Values

**Teamship** - showing Love and respect for all

**Aspiration** - believing that all can and should achieve and removing barriers wherever possible

**Identity** - respecting the unique identity of each individual

**Learning** - That through learning we can understand each other better



It is set within the context of our Fundamental British Values:

**Democracy:** That everyone can have their say and make their voices heard

**The rule of law:** That there are special laws to protect us and to ensure that we are all treated equally

**Individual Liberty:** That, in the UK, we are all free but we also have responsibilities to others and ourselves.



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**Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:** That we welcome, respect and commit to learn more about those with whom we share our country.

## **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 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



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## **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>
- *ISDR – provides an opportunity to compare against national data*
- *Department for Education – national School Workforce Census [data](#):*

The Governing Body will regularly review qualitative and quantitative information including:

- 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)
- presentations from staff about meetings where equality issues have been discussed
- reviewing how the school monitors equality issues in everyday school life
- any particular initiatives undertaken in the school
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- the outcomes of questionnaires to parents / pupils relating to areas of equality
- details about Collective Worship which deal with relevant equality related issues
- listening to pupil voice in respect of issues relating to equality

The most recent information collected by the school will be available on the school website from 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.



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**INFORMATION ABOUT OUR SCHOOL**

<b>SOCIO ECONOMIC INFORMATION</b>	
<b>SCHOOL TYPE</b>	RURAL COASTAL
<b>LOCAL DEPRIVATION INDICATOR</b>	Q2 (LOW)
<b>SCHOOL STANDARDS EXTERNALLY VALIDATED</b>	
<b>MOST RECENT OFSTED INSPECTION OUTCOME</b>	OUTSTANDING (2022)
<b>MOST RECENT SIAMS INSPECTION OUTCOME</b>	OUTSTANDING (2015)
<b>MOST RECENT RISK ASSESSMENT BY HANTS LA</b>	LOW RISK (2021)
<b>WHOLE SCHOOL INFORMATION 21/22</b>	
<b>NUMBER OF PUPILS ON ROLL</b>	335
<b>BOYS</b>	176
<b>GIRLS</b>	159
<b>ETHNIC MINORITY</b>	26
<b>ENGLISH AS AN ADDITIONAL LANGUAGE</b>	10
<b>STAFF INFORMATION 21/22</b>	
<b>TOTAL NUMBER OF STAFF</b>	52
<b>%AGE OF FEMALE STAFF</b>	95%
<b>%AGE OF MALE STAFF</b>	5%
<b>%AGE OF ETHNIC MINORITY STAFF</b>	0
<b>%AGE OF DISABLED STAFF</b>	2%
<b>%AGE OF EAL STAFF</b>	0
<b>GOVERNOR INFORMATION 21/22</b>	
<b>TOTAL NUMBER OF GOVERNORS</b>	14 appointed out of a possible 16
<b>%AGE OF PARENT GOVERNORS</b>	21%
<b>%AGE OF FOUNDATION GOVERNORS</b>	50%
<b>%AGE OF OTHER GOVERNORS (Staff/LA/Co-opted)</b>	29%
<b>%AGE OF FEMALE GOVERNORS</b>	85%
<b>%AGE OF MALE GOVERNORS</b>	15%



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<b>%AGE OF ETHNIC MINORITY GOVERNORS</b>	7%
<b>%AGE OF DISABLED GOVERNORS</b>	0%
<b>%AGE OF EAL GOVERNORS</b>	7%
<b>WHOLE SCHOOL INFORMATION RELATING TO FAITH</b>	
<b>CHRISTIAN</b>	155 (46%)
<b>NO FAITH</b>	179 (53%)
<b>OTHER FAITH</b>	2 (1%)
<b>SUCCESSFUL APPLICANTS ADMISSIONS MAIN ADMISSIONS ROUND 2021 (45)</b>	
<b>CHILDREN LOOKED AFTER APPLICATIONS</b>	1
<b>MEDICAL NEED APPLICATIONS</b>	1
<b>IN CATCHMENT APPLICATIONS</b>	19
<b>SIBLING APPLICATIONS</b>	20
<b>FAITH APPLICATIONS</b>	0
<b>OUT OF CATCHMENT APPLICATIONS</b>	4
<b>STAFF APPLICATIONS</b>	0
<b>DEFERRED APPLICATIONS</b>	4
<b>INFORMATION ABOUT PUPILS WITH SPECIAL EDUCATIONAL NEEDS 21/22</b>	
<b>%AGE OF SCHOOL POPULATION ON THE SEND REGISTER</b>	17.6%
<b>%AGE OF SEND REGISTER - MALE</b>	67.2%
<b>%AGE OF SEND REGISTER - FEMALE</b>	32.8%
<b>%AGE OF SEND REGISTER - PUPIL PREMIUM</b>	19% (FSM)
<b>%AGE OF SEND REGISTER - EAL</b>	0%
<b>%AGE OF SEND REGISTER - ETHNIC MINORITY</b>	3.4%
<b>SEND INFORMATION BY NEED TYPE - 2021/22 REPORT TO GOVERNORS</b>	
<b>Cognition and Learning (including Dyslexia)</b>	28
<b>Communication and Interaction</b>	18



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<b>(including ASD)</b>	
<b>Emotional Social and Mental Health</b>	7
<b>Physical</b>	5
<b>PUPIL WITH AN EHCP</b>	6 (+3 at assessment stage )
<b>NUMBER OF HOURS ALLOCATED TO EHCP PROVISION</b>	157.5
<b>SEND INFORMATION BY PHASE AY21/22</b>	
<b>FOUNDATION STAGE</b>	10.3%
<b>KEY STAGE 1</b>	20.7%
<b>LOWER JUNIORS</b>	32.8%
<b>UPPER JUNIORS</b>	36.2%
<b>INCLUSION INFORMATION AY1819 (latest data available)</b>	
<b>PUPILS INCLUDED IN SCHOOL TRIPS</b>	100%
<b>PUPILS INCLUDED IN SPORT COMPETITION / FESTIVAL</b>	96%
<b>ATTENDANCE AY1819 (latest 'clean' data available)</b>	
<b>OVERALL ATTENDANCE</b>	96.04%
<b>AUTHORISED ABSENCE</b>	3.34
<b>PERCENTAGE ABSENCE CAUSED BY HOLIDAY</b>	0.61%
<b>PERCENTAGE OF SCHOOL POPULATION TAKING TERM TIME HOLIDAY</b>	36%
<b>BOYS</b>	96.13%
<b>GIRLS</b>	95.93%
<b>PUPIL PREMIUM</b>	94.26%
<b>ETHNIC MINORITY</b>	98.17%



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<b>SEND</b>	95.43%
<b>EAL</b>	97.40%
<b>PERSISTENT ABSENTEES</b>	2%
<b>TURBULENCE DATA AY21/22</b>	
<b>IN YEAR JOINERS</b>	18
<b>IN YEAR LEAVERS</b>	6
<b>SCHOOL COUNCIL REPRESENTATION AY21/22</b>	
<b>MALE</b>	9
<b>FEMALE</b>	9
<b>PUPIL PREMIUM</b>	2
<b>EAL</b>	0
<b>SEND</b>	1
<b>ETHNIC MINORITY</b>	0
<b>DESTINATION OF SCHOOL LEAVERS (Y6) 21-22</b>	
<b>ARNEWOOD SCHOOL</b>	19
<b>HIGHCLIFFE SCHOOL</b>	20
<b>PRIESTLANDS</b>	8
<b>OTHER</b>	3



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**INFORMATION ABOUT OUR SCHOOL PERFORMANCE  
AY 1819**

**NB The data for 2019 is the latest published data available for the school and is available [HERE](#)**

**ACTION PLANS - 2020 - 2024**

PRIORITY	ACTIONS	WHO	TIME SCALE	OUTCOME
<b>GENERAL</b>				
that policies should reflect the needs of all protected groups	governors to devise and carry out an equality scrutiny process which will be used each time a policy is reviewed.	Eq Gov	ongoing	That all policies will reflect the needs of all protected groups
To ensure that behaviour in the school is tolerant and respectful of all protected groups	Governors to receive data about behaviour disaggregated to reflect discriminatory behaviours Governors to challenge staff and school leaders where evidence of trends emerge.	HT SLSA Govs	ongoing	That governors can confidently report about discriminatory behaviours against protected groups.
Ensure that the recruitment process at the school is fair and equal for all protected groups.	Governors to monitor each round of recruitment in relation to equality screening.	CofG	ongoing	That Governors receive regular data on the recruitment activities of the school and ensure that they are fair and equal and challenge SLT regarding the profile of this.
<b>RACE</b>				
To ensure that staff recruitment processes make due regard to diversity following EPS guidance	Governors to monitor staff applications for diversity	P&P Cttee	As nec	To ensure that all applications are treated both fairly and equally.
To ensure that pupils encounter a range of positive racial role models throughout their school experience.	Governors to conduct a diversity screening across each phase and consider how pupils encounter cultural diversity through: audit of text drivers in the curriculum general audit with phase leaders and the librarian how pupils encounter role models both in person and through online resources.	Govs	1 x 4 years	Governors will be confident of the range of diversity represented through the audit and will delegate actions to the headteacher and staff.





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	To screen Class Charities for evidence of courageous advocacy for citizens of other cultures			
To better understand the needs of families from minority racial groups	To survey families seeking views about how we may better meet their needs.	HT	Annual	That governors and staff will have a better understanding of the needs of families from minority groups and will make adjustments and enhancements as required.
<b>DISABILITY</b>				
To better understand the needs of pupils with disabilities	To survey families seeking views about how we may better meet their needs.	HT	Annual	That governors and staff will have a better understanding of the needs disabled pupils will make adjustments and enhancements as required.
To better understand the needs of parents/carers with disabilities	To survey families seeking views about how we may better meet their needs.	HT	Annual	That governors and staff will have a better understanding of the needs of parents/carers and will make adjustments and enhancements as required. e.g. alternative format texts.
To better understand the needs of staff with disabilities	To survey staff seeking views about how we may better meet their needs.	HT	Annual	That governors and staff will have a better understanding of the needs of disabled staff and will make adjustments and enhancements as required.
To ensure that we meet the needs of all disabled pupils with expertise, compassion and dignity	to ensure the involvement of specialist advisors to support the school in making adjustments and enhancements to the environment. liaise with appropriate outside agencies delivering appropriate therapies as recommended by specialist services	SEN CO	ongoing	That the school will meet the needs of all disabled pupils with expertise, compassion and dignity
That the children will encounter positive role models of people with disabilities throughout the curriculum	To continue to deliver disability workshops reflecting the needs of our community e.g. autism, CP, CF, Tourettes, dyslexia, diabetes, hearing loss) Governors to carry out a disability screening across each phase and consider how pupils encounter disability through: audit of text drivers in the curriculum general audit with phase leaders and the librarian how pupils encounter role models both in person and through online resources. To screen Class Charities for			



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	evidence of courageous advocacy for disabled citizens.			
To ensure that we understand the needs of disabled users of our site in an emergency	To work with families to ensure that PEEPs and evaluation plans are up to date and families are fully consulted on the content and staff are fully aware of their responsibilities.	H&S team / SEN CO	Ongoing	That disabled users of our site are safe and well cared for in the event of an emergency.
<b>GENDER</b>				
To ensure that staff and governors understand the performance of both girls and boys.	Governors to collect and analyse gender disaggregated data on a range of school performance measures and challenge school leaders where discrepancies arise.	govs	Ongoing	That staff and governors understand the performance of both girls and boys.
To raise the percentage of girls achieving the GDS standard in Mathematics	See SEP	All Staff	ongoing	That the gap between boys and girls achieving the GDS Standard for maths will close.
To raise the percentage of boys who achieve the GDS standard in writing.	See SEP	All Staff	ongoing	That the gap between boys and girls achieving the GDS Standard for writing will close.
To ensure that the text drivers used in the English curriculum reflect a range of positive female protagonists.	Governors to receive report from English manager about the outcomes of text screening and challenge school leaders about the outcomes.	Eng Lead Govs	ongoing	That the text drivers used in the English curriculum reflect a range of positive female protagonists.
<b>RELIGION</b>				
Continue to provide a curriculum which promotes respect for diverse religions	Governors to scrutinise the RE curriculum and outcomes in books to ensure diversity and positive attitudes.	RE Govs	1 x 4 years	That governors and staff are able to explain how the curriculum promotes tolerance and respect of other religious beliefs.
<b>SOCIO-ECONOMIC</b>				
To break the link between socio-economic needs and poor attendance	Governors to scrutinise attendance data disaggregated to show the performance of Pupil Premium pupils and challenge leaders as and when discrepancies emerge.	staff Gov PP Ch	ongoing	That the gap between attendance of Pupil Premium pupils and non-Pupil Premium pupils will close over time.
To close the achievement gap between pupil	Governors to scrutinise performance data disaggregated to show the	HT all staff	Ongoing	The achievement gap between pupil premium and non-pupil premium pupils will close over time



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premium and non-pupil premium pupils	performance of Pupil Premium pupils and challenge leaders as and when discrepancies emerge.	PP ch Govs		
To ensure that pupil premium pupils should not be disadvantaged because of their socio-economic background.	Governors to ensure that the school continues to provide: John 10:10 fund Free invitational clubs (as appropriate) School Uniform Sport Kit Free Hordle Hub Clubs Free Homework club for pupils in relevant year groups Support with payments for school trips and music tuition	PP ch Govs	Ongoing	That pupil premium pupils will not be disadvantaged because of their socio-economic background.
<b>SEXUAL ORIENTATION</b>				
To ensure that the school's Relationships and Sex Education policy reflects the new legal framework on or before September 2020	That relevant staff will attend appropriate training from both the LA and the Diocese. That a robust and legally compliant document will be drawn up That consultations will be undertaken as appropriate That staff are appropriately trained and understand how to respond to pupil questions as they arise.	HT PSHE co Govs Staff F gov	09.20	That the school's Relationships and Sex Education policy will reflect the new legal framework on or before September 2020
Consider how the literature available to children in school reflects the reality of family life today	ensure that there are books in the library which reflect the diverse nature of families with a focus on happy, healthy relationships PSHE POS to reflect different family constructs	Eng Lead	09.20	That children who have different types of families will find texts which reflect their reality.
<b>AGE</b>				
That governors and staff should understand the needs of staff of different ages.	Governors to collect data about staff ages and challenge school leaders about the implications of this profile.	HT Govs	Bi annually	That governors and staff should understand the needs of staff of different ages and the wider implications of this.

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.



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#### **4. Involvement of staff, pupils, and parents**

##### **a) Developing our Statement & Action Plan**

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.

**In developing our statement and action plan, we have involved staff, pupils, parents and others in the following ways: -**

- *focus groups*
- *questionnaires*
- *staff surveys*
- *contact with parents*

##### **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 eg. reasonable adjustments such as 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.

#### **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;**

Accessibility Plan
Admissions Policy
Admissions Policy Hen (New 2019)
Anti-Bullying Policy
Anti-radicalisation Policy



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Attendance Policy - Arnewood Pyramid Joint Policy
Behaviour (inc Exclusion)
Charging Policy
Child protection Policy
Collective Worship Policy
Complaints procedure
Data Protection - GDPR
E-safety policy
Early Years Policy
Education of Children with health needs who cannot attend school
Education of LAC and PLAC
Educational Visits Policy
Equal Opportunities for Employment Policy
Intimate Care policy
Mental Health (New 2019)
Newly Qualified Teachers
Pay policy
Performance management and capability
Prevent Strategy
Privacy Notice - Pupils
Privacy Notice - WORKFORCE
Privacy notice - Governors
Privacy Notice - LAC Pupils
Relationships and Sex Education
Religious Education Policy
School Exclusion
SEND Policy
Spiritual, Moral, Social and Cultural Policy
Staff Attendance
Staff Development Policy
Staff Discipline
Staff code of conduct



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Staff capability policy
Staff Grievance Policy
<b>Health &amp; Safety</b>
Supporting Children with Medical needs (incorporating Administration of medicines (Appendix A)
Emergency Evacuation (App C)
Fire Safety Evacuation (App D)
Fire Safety Policy (App S)
First Aid Policy (App E)
Health & Safety Policy
Moving and Handling (App H)
Restrictive physical intervention (App F)
Risk Assessment policy (App L)
Violent Incident reporting (App K)
Working at Height (App P)
Minibus Policy

## **7. Roles and responsibilities**

### **The governing body will**

- monitor the implementation of the Statement and the Action Plan 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 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



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**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.

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

	DATE	Ethos	Equality	Practice	Guidance
This policy was reviewed and screened by the Governing Body	2023	•	•	•	•
Next scheduled review:	2024	•	•	•	•



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