

Embleton Vincent Edwards Single Equality Statement (SES) Autumn 2015.

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; in particular, 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.

Our 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 disciplinary procedures.

ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

The Single Equality Statement (SES) sets out how our school intends to:

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

In line with our duties under the Equality Act 2010, the SES 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.

The most recent information collected by the school will be available on the school website updated annually. The school 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
 - involvement of staff, pupils and parents

a) Developing our Statement

In developing our Statement, we have involved staff and the governing body. This has ensured that a diverse group of people with links to the wider community and with protected characteristics have been consulted. The group also largely reflects the make-up of the school. The following activities have taken place:-

- Staff information gathering meetings
- Governors meetings

b) On going 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 and seek expert advice where it is difficult for us to respond positively.

Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives, 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 will formally review, evaluate and revise this Single Equality Statement and our objectives every four years. This process will attempt to involve staff, learners, parents and others who reflect the full diversity of the school community.

Key school policies and procedures

School policies and procedures are available on-line or via the school office.

Roles and responsibilities The governing body will

- monitor the implementation of the Statement and the objectives 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 the 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 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 objectives •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 school staff 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 may need to carry out the above roles and responsibilities

For further information, or to request this Statement in an alternative format, please contact Mrs Belinda Athey – Headteacher.

Autumn 2015.