



Lymington Junior School Single Equality Statement 2017 - 2020

1. 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 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

2. Our School Context

What follows is a description of our school's location which creates the context within which our specific vision and values operate.

Lymington Junior School is located within the market town of Lymington in the New Forest. The school site includes a playgroup, feeder Infant school and benefits from extensive grounds. Links between the two schools are strong and we work together in partnership with our parents to provide our children with a continuous educational experience.

Our school community consists of children living both within our direct catchment area and those who travel from out of catchment.

As a school are committed to promoting high standards of achievement and behaviour; working with children to fulfil their potential within an inclusive ethos where every individual is valued. This 'Partnership in Learning' extends to our whole school community and we actively welcome opportunities to extend our services and meet the needs of our local community.

The majority of our children are from a White British, background, therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many different culture and beliefs.

Appendix B: Community Cohesion

3. 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 Facts and Figures website <http://www3.hants.gov.uk/planning/factsandfigures.htm>
- 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>

Publication of quantitative equality information:

For Pupils: No data used or published will enable public identification of any individual pupil. In accordance with DfE guidelines, if any data population is less than three, the data will not be published.

Pupil data will be interrogated by protected characteristic in relation to:-

- attendance
- achievement and progression
- SEN
- take up of extracurricular activities
- complaints and incidents of discrimination or bullying

As we have less than 150 staff, we have no legal requirement to publish staff data.

The most recent statistical information collected by the school will be updated annually as part of the school's self evaluation process. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

See Appendix A for the current data.

4. 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
- identify priorities, set equality objectives and update our Equality & Accessibility plans
- monitor progress towards meeting these objectives and implementing plans

Summary of Equality Objectives:

To set challenging targets so that the attainment gap for vulnerable groups of pupils is reduced.

- Vulnerable groups of pupils to make at least expected to good progress.

To robustly monitor the achievement of vulnerable groups of pupils and challenge/address areas of under performance.

- Vulnerable groups of pupils to make at least expected to good progress.

These objectives are reflected in the school strategic plan and specific Equality & Accessibility actions plans.

Appendix C: Equality Action Plan

Appendix D: Accessibility Action Plan

These plans will be updated at least every four years and are made available through the school web site. We will try to respond positively to any request made for a copy in another format.

5. Involvement of staff, pupils, and parents

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.

Ongoing Involvement

We have strategies in place to promote the participation of pupils, 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. 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 activities will inform the actions taken by the school's senior leadership team.

6. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives contained within our action plans. The updated plans will be published on our website annually. This allows our local community to see how we as a school are advancing equality opportunities.

We will formally review, evaluate and revise this Single Equality Statement and our action plans every four years. This process will involve the full diversity of our school community.

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 head teacher & Senior Leadership Team 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
- 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 staff training or development that they require to carry out their responsibilities.

To request this Statement in an alternative format, please contact the School Office.

Date statement approved by GB:

Signed:

Appendix A

Equality Data 2015 – 16 (most recent validated data available)

Note: Following DfE guidelines– data for 3 children or less will not be included.

Characteristic 2016 - 17	Total	Breakdown
Number of pupils	255	Female 48.2% Male 51.8%
Religious character	Broadly Church of England: XX % Muslim, XX % None, XX % Christian	
Attainment on entry	Average/above	
Mobility of school population	90.2%	
Pupils eligible for FSM	14.5%	
Deprivation indicator	0.12 (national average 0.21)	
Proportion of pupils from a minority ethnic background	10.3%	
Proportion of pupils with statements of SEN	1.2%	18% SEN overall
Average attendance rate	XX%	XX% of minority group 90% SEN
Number of bullying/harassment incidents related to equality characteristics	Less than 4 incidents	

Attainment Data for End of Key Stage 2016 (Cohort size 64)

End KS2 Data	% ARE+
Reading	Girls 96% Boys 87%
Writing	Girls 100% Boys 87%
Maths	Girls 100% Boys 100%
SEN (inc statements)	Reading 75% Writing 40% Maths 100 %
Minority groups (combined characteristics due to small numbers)	Reading 100% Writing 100% Maths 100%

Accessibility equality Action Plan 2017 – 2021

Legal Background

This Accessibility plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools can not unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment **and**
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objective	What	Who	Time	Success Criteria	Review
Strand 1 – Increase Access to the Curriculum					
Ensure that the needs of disabled staff, pupils, parents, visitors & governors are met.	On induction encourage staff to identify any disabilities if not already done so <ul style="list-style-type: none"> • Annual meeting for disabled employees to discuss needs for adjustments and their development. • Pupil statement reviews and IEP reviews to identify any new needs not already provided for. • Governors asked on induction whether they have any access requirements • Access needs identified for parents & visitors (all show slips to inc access needs) 	HT SLT All staff CoG Admin	On induction annual annual induction termly	Incorporate element into induction process Minutes/action points from meetings Pupil needs met and progress at least expected to good Governors able to access school Parents & visitors able to access school	
Ensure that disabled children, staff, parents or visitors are not victims of bullying or harassment	<ul style="list-style-type: none"> • Positive ethos, clear policies and curriculum content to develop positive attitude to disabilities • Record and report incidents, reporting incidents of disabled harassment • Zero tolerance regarding disability discrimination 	Staff & Governors	Ongoing	Actions identified following incident to prevent it happening again Policy clear to whole school community	

Strand 1 – Increase Access to the Curriculum					
To meet the needs of specific pupils	<ul style="list-style-type: none"> • SENCO liaise with Infants in order to plan for the needs of new intake • SENCO to co-ordinate liaison with outside agencies 	SENCO staff	As required Individual	IEPs /EHCPs reflect individual child's needs and actions required.	
Ensure staff understand reasonable adjustments required to meet needs of individual pupils	<ul style="list-style-type: none"> • SENCO to discuss pupils and their needs with staff • Consider implications planning and support with any issues Staff 	Staff	As required	Planning reflects reasonable adjustment required to ensure all children can access curriculum appropriately	
Ensure that disabled pupils can participate in all school trips and residential visits & clubs whenever possible.	<ul style="list-style-type: none"> • Staff to plan trips/clubs with needs of children in mind • Liaise with SLT, SENCO & parents to consider reasonable adjustments required and any restrictions • Liaise with event providers and agree reasonable adjustments where possible • Risk assessments completed for individual pupils' when reasonable adjustments can safely be made • Where trip/visit not suitable for specific child agree provision for duration • Liaise without side agencies to signpost clubs 	Staff	As required	All pupils in a class/year team are able to go on trips & visits if safe to do so. All children able to access and participate in school clubs with some reasonable adjustments (as appropriate & safe) Disabled children accessing riding & other additional opportunities.	
Strand 2 – Improvements to physical environment					
Improve access to disabled parking bay	Improve signage to promote location of disabled parking bay	Admin	To explore costs In 4 year cycle	Sign erected at car park entrance?	
Strand 3 – Improvements to the Provision of Information					
Improve availability of written material in alternative forms	<ul style="list-style-type: none"> • School aware of local & County services for converting written material into alternative forms • Enlarged text available on request • Wording on 	Admin HT	As required	School try to respond positively to requests of information in a	

	prospectus & web page encouraging visitors to make school aware of any needs before visit • Use available provision on web page for accessibility			different format within a reasonable time frame.	
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Equality Action Plan 2017 – 2021

Equality characteristics for pupils relate to age, disability, race, religion or belief and gender. For adults they also include gender reassignment, marriage or civil partnership, pregnancy, maternity and sexual orientation.

Objective	What/How	Who	Success Criteria	Review
Strand 1 – Pupils & Parents				
To recognise and celebrate diversity and challenge stereotypes.	<ul style="list-style-type: none"> • Curriculum content • Learning environment • Extra curriculum opportunities inc. visitors, trips etc. • Assembly content 	Staff	Children experience and develop positive attitudes to diversity.	
Ensure that all pupils' know how to be healthy, inc impact of Drugs & Alcohol & physical changes to their body due to puberty.	<ul style="list-style-type: none"> • Through curriculum related activities • Sex education in years 5 & 6 	Staff	Monitoring shows clear understanding	
Work to ensure that pupils' are not victims of bullying or harassment.	<ul style="list-style-type: none"> • Application of policies & LJ Way. • Regular PSHE sessions - focus on behaviour, choices & responsibility for actions • Culture of zero tolerance • Robust systems in place to deal with any incidents • Focus week each year • Assembly themes 	Staff led by SLT	Reduction in incidents of harassment/bullying	
Ensure that all pupils' voices are heard.	<ul style="list-style-type: none"> • Class & school council • Pupils interviews, questionnaires & discussions • Staff available to all children 	Staff	Pupil feedback show positive experiences	
Ensure that all pupils' can participate in extra-curricular activities and that stereotypes are challenged.	<ul style="list-style-type: none"> • Clear communication of clubs with no restrictions based on gender • Membership of clubs monitored 	Staff inc outside agencies	Data shows clubs being accessed by all groups of pupil population. 90% vulnerable groups accessing opportunities	

Work to ensure that all pupils' make good academic progress	<ul style="list-style-type: none"> • Track children's individual progress. • Identify trends in groups or individuals • Instigate appropriate intervention. • Work in partnership with parents, share IEP targets and how they can support at home • Involve appropriate outside agencies • Work with the whole family through Family Support Worker • Tackle emotional/behavioural barriers to learning – i.e. ELSA support, Clifford Centre etc. • Monitor and deal with recurrent absences • Individual children at risk of slow progress to work with a 1 to1 tutor 	Staff & parents	<ul style="list-style-type: none"> • Individual pupils achieving their personal targets • Analysis of attainment shows no diversity issues • Groups making at least expected to good progress 	
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	<ul style="list-style-type: none"> • Through parents consultations/reports without bias or discrimination. 	Staff	All parents able to access information (Link to accessibility plan)	
Strand 2 – Staff & Wider Community				
Work to ensure that the governing body of the school reflects that of the wider community & understand their equality duty	<ul style="list-style-type: none"> • Maintain Governor profile in community • Ensure appropriate training and discussion of responsibilities & school objectives under equality duty 	HT & FGB	<ul style="list-style-type: none"> • Full Governing body • Governors aware of equality duty 	
No staff subject to bullying or harassment from any member of the school or wider community.	<ul style="list-style-type: none"> • Clear application of policies & expectation relating to conduct • Zero tolerance • Procedures in place to deal effectively with any incidents inc legal support from Hants 	LEA Staff, parents, pupils & wider community	<ul style="list-style-type: none"> • Reduction in number of incidents 	
Recruitment process ensures equal opportunities for all.	<ul style="list-style-type: none"> • LEA guidelines, policies & procedures followed • Safer Recruitment procedures implemented fully 	SLT & Governors	Appointments only made on merit &	

	<ul style="list-style-type: none"> • Transparency in the process inc questions asked and decision making. 		relevant experience	
All staff & Governors have equal opportunity to access training and professional development opportunities	<ul style="list-style-type: none"> • Performance Management process follows agreed policy & is fairly & consistently applied to all staff • Training needs are identified by school strategic plan & new staff induction matrix • All Governors are supported to access training with an appropriate policy in place 	SLT Governors Staff	<ul style="list-style-type: none"> • Training Governor's monitoring shows good access of training from whole Governing Body • Staff Training log shows no discrimination against equality characteristics 	

