

Vigo Primary School



Single Equality Statement

This policy has been approved and adopted by the Governing Body in March 2026 and will be reviewed in March 2030.

Signed: *Marty Johnson* (CoG)

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 its 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. 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>
- *IDSR and Perspective Lite – 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 Vigo Primary school we collect the following equality information

Quantitative information such information about the:

- local catchment area, demographics
- for pupils, you might say that you will include whatever information you have which can be disaggregated by protected characteristic such as
 - admissions
 - attendance
 - achievement and progression
 - rewards and sanctions
 - participation in the student council
 - take up of extracurricular activities
 - other equality information for example complaints and incidents of discrimination or bullying
- staff information in relation to the protected characteristics (you are only legally required to do this if you have more than 150 staff. You might say that you will include statistics on
 - staff recruitment, retention
 - CPD
 - Promotion
 - Discipline and grievance,
 - Gender pay gap
 - Leavers
 - Staff exit surveys
 - Workforce representation
 - Rates of return from maternity leave

The most recent information collected by the school will be available on the school website from 6 April 2012 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.

Our school is committed to providing an inclusive, welcoming and nurturing environment where every child feels safe, valued and able to achieve their full potential. We celebrate diversity and believe that all members of our school community should be treated fairly, with dignity and respect.

We recognise our responsibility to promote equality of opportunity for all pupils, staff and families. We aim to remove barriers to learning, eliminate discrimination, and foster positive attitudes so that everyone can participate fully in school life.

In line with the principles of equality, we aim to:

- **Create a culture of inclusion** where differences are respected, valued and celebrated.
- **Challenge discrimination and prejudice**, ensuring that all incidents are dealt with promptly and effectively.
- **Provide equal access** to the curriculum, enrichment, trips, clubs and school life for all pupils.
- **Support pupils with additional or specific needs**, ensuring they receive the right help to thrive and succeed.
- **Use a diverse curriculum and resources** that reflect our community and the wider world.
- **Work in partnership with families and the community**, listening to all voices and encouraging involvement from all backgrounds.
- **Monitor outcomes and experiences** of different groups of pupils so we can identify gaps and improve equity across our school.

We are committed to continually reviewing our practice, listening to our community, and taking positive action to ensure that our school is a place where everyone feels they belong.

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

1. Reduce Attainment Gaps for Disadvantaged Pupils

Reduce the attainment gap in reading, writing and maths between disadvantaged pupils and their peers through targeted interventions, high-quality teaching strategies, and close monitoring each half term.

2. Increase Representation and Diversity Across the Curriculum

Ensure that all curriculum subjects include planned opportunities to reflect diversity (culture, ethnicity, gender, family structures, disability) by introducing new texts, resources and displays, reviewed termly by subject leaders.

3. Improve SEND Access and Participation

Increase the participation of pupils with SEND in extracurricular clubs and activities by identifying barriers, offering supported access, and monitoring attendance each term.

4. Reduce Incidents of Prejudicial Language

Reduce recorded incidents of prejudicial language through whole-school PSHE teaching, staff training, and consistent use of reporting and restorative approaches.

6. Curriculum Accessibility for EAL Learners

Develop curriculum accessibility for all learners so that all learners can fully access age-appropriate learning tasks in core subjects. This will be achieved through consistent use of visual scaffolds, sentence stems, dual-language resources, pre-teaching vocabulary, and staff CPD. Progress will be monitored through work scrutiny and pupil voice each term.

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.

4. Involvement of staff, pupils, and 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 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.

- *embed equality and inclusion into your learner voice strategies or staff meetings*
- *provide support for 'hard to reach' groups, for example disengaged young people, looked after young people and disabled young people*
- *address under-representation on the student council or on the governing body*
- *involve learners, parents, staff and others in developing policy and practice where equality issues are key eg. bullying policies*
 - *EMTAS Coffee Mornings*
 - *Belonging Group – Children working together to ensure pupil voice is included when evaluating current practise to ensure ongoing development and effective practise*

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;

Insert here a list, such as admissions, uniform, behaviour and bullying, safeguarding, SEN policy, complaints, disciplinary, grievance, Pay, Performance Management, Capability policies etc,

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 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 characteristicsand 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.