



Marchwood Church of England Infant School

Single Equality Statement

Headteacher: Lucy Chambers

Date approved: 27.3.2025

Signed: 

Review due: March 2029

1. Introduction

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the [Equality Act 2010](#). It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

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.

As a school we are 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 and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- promote respect for difference and diversity in accordance with our values of love, courage and hope

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

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

What does our school do to eliminate discrimination?

- We have set a **clear vision and values** which expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.
- We have **up-to-date and ratified policies** which set out a clear message that discrimination is not tolerated. These include staff code of conduct, behaviour, anti-bullying, safeguarding and child protection.
- We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability and one of our **equalities objectives** addresses this.
- The governing body and school leaders involved in recruitment will **avoid unlawful discrimination in all aspects of employment** including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.
- Through a **structured PSHE curriculum offer, assemblies, workshops and visits**, equalities will be discussed with and taught to the children, exemplifying the **British Values** and **school values** that we believe in.

What does our school do to advance equality of opportunity?

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

What does our school do to foster good relations?

- Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Hold assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Work with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encourage and implement initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Develop links with people and groups who have specialist knowledge about particular characteristics, to help inform and develop our approach

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.

Quantitative information we may collect includes:

- information about the local catchment area, demographics
- pupil information that can be disaggregated by protected characteristic such as
 - admissions
 - attendance
 - achievement and progression
 - rewards and sanctions
 - participation in the school council
 - take up of extracurricular activities
 - other equality information for example complaints and incidents of discrimination or bullying

To ensure that individuals cannot be identified, we will not publish statistics for small groups of pupils, in line with the practice adopted by the DfE; neither will we publish information on staff as we have less than 150 and are therefore not required to do so.

Qualitative information that we may use where available includes:

- 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)
- notes of school council providing their views on equality issues
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken
- notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist girls to catch up in science; an initiative to help boys improve in their handwriting) and where possible, the impact of this initiative (e.g. increases in attainment)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues

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

The objectives we have set for the next four years are based on this evidence and are included at the end of this Statement. They will be reviewed annually and updated at least every four years

These objectives are published on the school's website. We will try to respond positively to any request made for a copy in another format.

4. 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. We will update the equality information we publish at least every year.

This document will be reviewed by the Governing Board at least every 4 years.

This document will be approved by the Governing Board.

5. Roles and responsibilities

The Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

They will ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.

The head teacher

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

The headteacher will promote knowledge and understanding of the equality objectives among staff and pupils and monitor success in achieving the objectives, reporting this back to governors.

The senior leadership team

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 and provide effective leadership on equality issues. They will respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization.

Staff

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- challenge inappropriate language and behaviour and tackle bias and stereotyping
- respond appropriately to the needs of pupils, parents, staff and others with protected characteristics
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs
- respond appropriately to incidents of discrimination and harassment and report these and encourage pupils to do the same.

6. Equality Objectives 2025

Objective 1: Improving Attainment for SEN Pupils:

Target: Ensure that children with Special Educational Needs (SEN) achieve their full potential through tailored support.

Actions:

- Regularly assess and identify individual learning needs and set clear, achievable targets for SEN pupils.
- Provide differentiated teaching methods, resources, and assessments to cater to varied learning styles and abilities.
- Collaborate with external agencies, where necessary, to provide additional support (e.g., speech therapists, occupational therapists).
- Offer specific training and professional development for staff to ensure they have the skills to support SEN pupils effectively.
- Promote an inclusive classroom environment that encourages participation and celebrates the progress of SEN pupils.

Objective 2: Ensuring the curriculum and associated resources reflect, promote, and celebrate cultural diversity

Target: Develop a curriculum that reflects the cultural diversity of our community, promoting understanding and respect for different cultures and traditions.

Actions:

- Integrate resources (books, activities, and visual aids) that represent a broad range of cultures, backgrounds, and perspectives into the curriculum.

- Audit the texts and text types available within our library, book corners and reading practice texts and extend the ranges of these to show different cultures, families and religions.
- Plan lessons and activities that explore and celebrate cultural diversity, such as international days, diverse literature, and art projects representing global traditions.
- Regularly review and update teaching materials to ensure they are inclusive, accurate, and free from bias.
- Encourage visits from cultural leaders, community representatives, and families to share traditions and stories, enriching children's learning experiences.
- Provide opportunities for pupils to engage in discussions about cultural differences and similarities in a safe, respectful manner.

Objective 3. Teach empathy, tolerance, and respect for differences

Target: Foster a culture of empathy, tolerance, and respect by teaching children to understand and appreciate individual differences.

Actions:

- Make use of varied opportunities to embed social and emotional learning into the curriculum through topics and Heartsmart to help children understand emotions, develop positive relationships, and resolve conflicts peacefully.
- Use circle time, role-play, and group discussions to model and teach empathy and respect for others, ensuring every child feels valued.
- Introduce activities and stories that explore themes of kindness, respect, and inclusion, focusing on both differences and commonalities.
- Celebrate diversity through regular events, assemblies, and recognition of achievements that highlight the importance of respect and kindness toward others.
- Encourage pupils to take part in community projects or charity work that supports social inclusion and empathy for others.

Monitoring and Evaluation:

- Regularly review pupil progress, ensuring that children with SEN receive the necessary support to improve their attainment.
- Evaluate the diversity of resources and curriculum materials through feedback from staff, pupils, and parents.
- Measure the effectiveness of our PSHE programmes through observations, surveys, pupil feedback and behaviour monitoring.

For further information, or to request this Statement in an alternative format, please contact the school admin office on 023 8086 8819, in person or email adminoffice@marchwood-inf.hants.sch.uk