

# Braishfield Primary School

## Single Equality Statement (SES)

### 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.

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
- promotion of the School's Citizenship Values of Kindness, Honesty and Respect in all interactions in the school community

## 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>
- RAISE online – provides an opportunity to compare against national data
- Department for Education – national School Workforce Census data: <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

### Braishfield Primary School

Braishfield Primary School is set in the rural village community of Braishfield. The School is committed to ensuring that opportunities are available for all. Accordingly, participation in clubs or activities is not restricted by gender or race, and we aim to provide a variety of clubs which appeal to both boys and girls and are open to pupils from both Key Stages except where externally imposed age-restrictions apply.

Our staff and pupil numbers are small (in the region of 16 and 102 in total, respectively) and the number of adults and children identified as being non-white British, disabled or financially disadvantaged are few compared with national averages.

As year group cohorts are also very small, there is a rarely a 50/50 split between boys or girls, and hence reporting data is not always appropriate. The guidelines state that data must remain anonymous for groups of three or less. Frequently we have groups which would fall into this category, hence in-depth specific data reporting is not possible and would not be meaningful given the demographics of the school and the community in which it is located.

The data we are able to publish are presented below. As a school, we carefully track all pupils in order to ensure that they are performing at least as well as their peers and are taking full advantage of the learning and extra-curricular opportunities provided by the school.

Information	Evidence and commentary
Number of pupils 2022-23	<b>Girls:</b> 48% <b>Boys:</b> 52% <b>Total:</b> 102 pupils
Attainment	

2022-23													
<b>Early Years Foundation Stage: Good Level of Development (GLD)</b>	<p>At the end of Year R children are assessed against 17 Early Learning Goals</p> <table border="1" data-bbox="512 221 1382 336"> <tr> <td></td> <td><b>GLD</b></td> </tr> <tr> <td><b>Braishfield Primary School</b></td> <td><b>86% (12/14 pupils)</b></td> </tr> <tr> <td><b>National</b></td> <td><b>67%</b></td> </tr> </table> <table border="1" data-bbox="512 371 1382 486"> <tr> <td></td> <td><b>GLD</b></td> </tr> <tr> <td><b>Boys</b></td> <td><b>83% (10/12 pupils)</b></td> </tr> <tr> <td><b>Girls</b></td> <td><b>100% (2/2 pupils)</b></td> </tr> </table>		<b>GLD</b>	<b>Braishfield Primary School</b>	<b>86% (12/14 pupils)</b>	<b>National</b>	<b>67%</b>		<b>GLD</b>	<b>Boys</b>	<b>83% (10/12 pupils)</b>	<b>Girls</b>	<b>100% (2/2 pupils)</b>
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<b>Reading Attainment – by gender</b>	<p><b>End of Key Stage 1</b>  <b>Girls:</b> 86% (6/7) achieving ARE (age related expectations)  <b>Boys:</b> 60% (3/5) achieving ARE</p> <p><b>End of Key Stage 2</b>  <b>Girls:</b> 100% (9/9) achieving ARE  <b>Boys:</b> 88% (8/9) achieving ARE</p>												
<b>Writing Attainment – by gender</b>	<p><b>End of Key Stage 1</b>  <b>Girls:</b> 71% (5/7) achieving ARE  <b>Boys:</b> 60% (3/5) achieving ARE</p> <p><b>End of Key Stage 2</b>  <b>Girls:</b> 100% (9/9) achieving ARE  <b>Boys:</b> 77% (7/9) achieving ARE</p>												
<b>Attainment in Maths – by gender</b>	<p><b>End of Key Stage 1</b>  <b>Girls:</b> 86% (6/7) achieving ARE  <b>Boys:</b> 80% (4/5) achieving ARE</p> <p><b>End of Key Stage 2</b>  <b>Girls:</b> 100% (9/9) achieving ARE  <b>Boys:</b> 100% (9/9) achieving ARE</p>												
	% achieving ARE or better												

<b>Attainment of pupils (not including pupils with SEND) compared with attainment of pupils with SEND</b>	<p><b>Reading:</b>     <b>Whole School</b> (non-SEND) 93% (13/14)  <b>Pupils with SEND</b>                    100% (4/4)</p> <p><b>Writing:</b>     <b>Whole School</b> (non-SEND) 93% (13/14)  <b>Pupils with SEND</b>                    50% (2/4)</p> <p><b>Maths:</b>        <b>Whole School</b> (non-SEND) 100% (14/14)  <b>Pupils with SEND</b>                    100% (4/4)</p>								
<b>Attainment of pupils (not including Pupil Premium children) compared with attainment of pupils entitled to Pupil Premium funding</b>	<p>% achieving ARE or better</p> <p><b>Reading:</b>     <b>Whole School</b> (non-Pupil Premium) 100% (15/15)  <b>Pupil Premium children</b>                    67% (2/3)</p> <p><b>Writing:</b>     <b>Whole School</b> (non-Pupil Premium) 87% (13/15)  <b>Pupil Premium children</b>                    67% (2/3)</p> <p><b>Maths:</b>        <b>Whole School</b> (non-Pupil Premium) 100% (15/15)  <b>Pupil Premium children</b>                    100% (3/3)</p>								
<b>Attendance by gender 2021-22</b>	<p><b>Girls:</b> 94.9%  <b>Boys:</b> 94.1%</p>								
<b>Participation in the School Council by gender 2022-23</b>	<p><b>Girls:</b> 50%  <b>Boys:</b> 50%</p>								
<b>Participation for 2022-23 of Pupil Premium Children in:</b>	<p>Percentage of Uptake</p> <table border="1" data-bbox="513 1332 1380 1608"> <tr> <td><b>Sports Competitions</b></td> <td>80%</td> </tr> <tr> <td><b>After School Clubs</b></td> <td>80%</td> </tr> <tr> <td><b>Music Lessons</b></td> <td>8%</td> </tr> <tr> <td><b>Pupil Voice Groups</b></td> <td>55%</td> </tr> </table>	<b>Sports Competitions</b>	80%	<b>After School Clubs</b>	80%	<b>Music Lessons</b>	8%	<b>Pupil Voice Groups</b>	55%
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Information	Evidence and commentary
Governor representation as at February 2025	30% Male, 70% Female 90% British White 10% White other We have proportionately more women than men on the governing body, but non-British White representation is representative of our community.

### **Staff Data**

As the school employs less than 150 staff, the governing body is not required to publish information in relation to the staff.

### **Qualitative Information**

The Governing Body will regularly review qualitative information including:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (where equalities issues have been discussed)

The Headteacher will regularly review information including:

- notes of student council providing their views on equality issues
- notes of staff meetings where staff training in relation to equalities has been undertaken
- notes of staff meetings where the subject matter relates to equality of opportunity
- particular initiatives undertaken in the school
- 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

The most recent information collected by the school will be available on the school website from September 2019 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.

Information from the year 2022-23 in our school showed that generally boys did not do as well as girls in reading, writing and maths in KS1 and in reading & writing at KS2. Therefore, a priority will be to increase the number of children, particularly boys, achieving ARE in reading and writing, and especially the low prior attaining boys. The figures have been analysed and will inform discussions around actions in our School Improvement Plan (SIP) in 2024-25. The outcome of the evaluation of the current internal data shows that our attendance and student council participation are equal between genders.

The information from 2022-23 also shows that attainment for our SEND children across the school was mixed. SEND pupils outperformed non-SEND in reading, were below non-SEN peers in writing and comparative in maths. SEND progress from KS1 to KS2 was above County & National in maths and writing, but below both in reading.

The number of non-white British, disabled or financially disadvantaged are very few compared with national averages and are too low to report on within the school context. Despite this the school recognises the need to ensure that all children have access to all school activities. We will continue to make provision for specific learning requirements, across the school. We will also work to increase the multi-cultural awareness of our pupils, from EYFS to Year 6, by ensuring they have opportunities to explore cultural diversity and are able to talk about a variety of cultures from across the world, sharing similarities and differences between their own and other cultures. We will continue to develop our curriculum

across the school to embed links with Global Citizenship. This year, an Equality And Rights Advocates (EARA) group has continued to involve pupils in equality and rights-based work, discussion and improvement, in conjunction with the Local Authority and other local schools.

Over the next four years the school will continue to collect the data presented in the table above, and we will also collect information on additional areas, such as gender participation in after school clubs, sports competitions and music lessons. However, unless the demographics of the school change substantially over this time period it is unlikely that it will be possible to report on other data groups. This does not mean that data on other groups is not collected, rather that it is not appropriate to report on them. We treat all pupils as individuals and equally.

**The objective(s) set for the next four years are therefore to:**

<b>Objective</b>	<b>Success Criteria or Actions</b>	<b>Review Frequency</b>	<b>By Whom</b>	<b>By When</b>
Ensure that all with a disability have access to all school activities	Confirmation via review of Accessibility Plan and Teacher Planning	Annual	Governing Body	On-going
Identify and make provision for meeting the specific learning requirements of individual learners	Actions on Individual learning plans, planning and interventions lead to all pupils making progress in line with that of their peers; progress carefully tracked from lower starting points and used to inform next steps	Half termly	HT and all staff  SENCO Governor and Curriculum Sub-Committee	On-going
Improve % of pupils achieving ARE in reading, writing and maths	<ul style="list-style-type: none"> <li>• All children will be working at the correct level of pitch, with challenge or support in place as necessary</li> <li>• Effective deployment of LSAs for impact on pupil progress</li> </ul>	Annually	HT, all staff and Governing Body	July 2026
Improve % of pupils with SEND achieving ARE in reading, writing and maths	<ul style="list-style-type: none"> <li>• All children will be working at the correct level of pitch, with challenge or support in place as necessary</li> <li>• Effective deployment of LSAs for impact on pupil progress</li> </ul>	Annually	HT, SENCO, all staff and Governing Body	July 2026

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**

##### **a) 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.

In developing our Statement, we have involved staff, pupils, parents and others in the following ways:

- involvement of the student council
- staff surveys
- parent questionnaire

##### **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 e.g. reasonable adjustments and 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:

- safeguarding
- child protection
- anti-bullying
- complaints
- behaviour

- SEN
- pay
- accessibility

## **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 Headteacher 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
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement
- drive forward implementation of the Statement and action to achieve the objective(s)
- 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 headteacher 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 statement approved by GB: February 2022**

**Date for statement review: February 2026**