



Single Equality Statement - (SES) 2026-2030

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 schools. 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 Oaks Federation 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 the Oaks Federation intends to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- 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

Our school Christian Ethos Values of love, respect and compassion underpin all aspects of school life and ensure that all members of the school community are treated equally.

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. This comparator data will be collected from sources such as:

- 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:
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0076945/school-workforce-census-data-published>

The equality information collected by the school includes:

Quantitative information such as the local catchment area, demographics for pupils, information which can be disaggregated by protected characteristic such as admissions, attendance, participation in the Forest Council, take up of extracurricular activities, achievement and progression, rewards and sanctions, other equality information for example complaints and incidents of discrimination or bullying.

For staff, information in relation to the protected characteristics including 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
- We also include information about governors and volunteers to identify if there is any under representation

Qualitative information that 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 Forest Council representatives 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)
- Monitoring of equality issues in everyday school life e.g. racial incidents log
- Learning Plan objectives that focus on key pupil groups e.g. pupil premium children
- Integrated curriculum units which promote tolerance, friendship and an understanding of different cultures
- Collective Worship themes which deal with relevant equality related issues

The most recent information collected by the school will be available on the school website. The federation 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

Current information for pupils shows us that:

- Children generally make good progress with some making better than expected progress from their starting points
- The overall achievement and progress of pupils in the Early Years Foundation Stage is good as indicated by end of year data
- The achievement of pupils in the Early Learning Group is good in line with or above County and above National
- Achievement in phonics over the past few years on average has been good, above County and National
- We ensure that all children can access PTA/school events by providing support materials to meet their need to allow them to engage
- We provide a variety after school clubs and work hard to ensure all can participate
- We ensure that equipment to support learning is acquired for a child with any disability
- We have put training into place for all staff to develop their knowledge on specific SEN needs.

Current information for staff shows us that:

- Referrals to Occupational Health are made during a period of long-term absence or current need
- On return to work necessary reasonable adjustments are made and paperwork completed to ensure we comply and meet the needs of all individuals.
- Risk assessment are carried out to meet staff need including those heading towards maternity leave

All requests for changes to terms of contract are considered and decisions made based on the needs of the individual, together with the whole school

Future priorities are:

- To continue to develop staff skill set to support the progress of disadvantaged children
- Review all policies to ensure that they are fully compliant with the Public Sector Equality Duty 2011
- To continue to ensure appropriate training for key staff who teach children with an identified learning need
- To continue to identify staff training needs in order to meet disabilities of all pupils and prospective pupils and ensure they are supported
- To research and review if communication methods meet the school community needs
- To continue to review the accessibility plans to ensure we can best meet need with new entrants to school

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 strive to involve the full diversity of our federation and community, recognizing that people who share a protected characteristic are best placed to identify key issues for us to address. In developing our Statement, we aim to involve staff, pupils, parents and others in the following ways:

- Focus groups
- Questionnaires
- Pupil voice / surveys
- Staff voice / surveys
- Contact with parents
- Contact with a range of local community organisations

As much as is practicable we have tried to ensure that a diversity of people have been involved, including disabled people with different impairments and people from different community groups.

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 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 federation's leadership team.

We always seek to involve learners, parents, staff and others in improving practice through:

- Embedding equality and inclusion into your pupil voice strategies and staff and governor meetings
- Providing support for 'hard to reach' groups e.g. looked after young people, hard to reach families and disabled young people
- Addressing under-representation, where this is clearly evident
- Involving learners, parents, staff and others in developing policy and practice where equality issues are key

5. Monitoring and evaluating the Single Equality Statement

We will monitor and evaluate the implementation of our Single Equality Statement and our objective(s), using the information which we publish regularly. 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 Learning 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;

- Admissions Policy
- Accessibility Plan
- Collective Worship Policy
- Uniform
- PHSE Policy
- Safeguarding
- SEND policy
- Complaints Procedure
- Disciplinary Procedure
- Grievance Procedure
- Pay, Performance Management and Capability Policies
- Code of Conduct
- Health and Safety Policies

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 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 characteristics and encourage pupils to do the same.
- Highlight to the Leadership Team any staff training or development that they require to carry out the above role and responsibilities.

Date: April 2026