



THE FEDERATION OF HAZEL WOOD INFANT SCHOOL AND LYDLYNCH INFANT SCHOOL

Single Equality Statement (SES)

Approved FGB: July 2026

Due for Renewal: July 2027 (Annual Review of Data) / July 2030 (Equality Objectives)

Introduction

We welcome the equality duties on schools. We believe that all pupils and staff should have the opportunity to fulfil their potential regardless of background, identity, or circumstance. We are committed to creating a community that recognises and celebrates differences within a culture of respect and cooperation.

We appreciate that a culture promoting equality in relation to all protected characteristics will create a positive environment. These include age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This shared sense of belonging underpins our drive towards educational excellence.

We recognise that equality will only be achieved by the whole school community working together—our learners, staff, governors, and parents/carers.

The school is committed to:

- Dealing firmly with any incidents of discrimination, harassment, and victimisation.
- Enabling equality of opportunity to access the school curriculum, extracurricular activities, resources, staff vacancies, and training.
- Recognising the value of a diverse and inclusive school community.
- Ensuring staff and pupils operate within the requirements of equality legislation, addressing breaches through standard discipline procedures.
- Ensuring robust support is provided to pupils and staff when a formal complaint or grievance is submitted.

This Single Equality Statement sets out how our school intends to eliminate discrimination, advance equality of opportunity, and foster good relations in line with the [Equality Act 2010](#) and the Public Sector Equality Duty (PSED).

Information Gathering

We collect qualitative and quantitative information to monitor our policies, track inclusion, and demonstrate progress. We evaluate our school data against national and county context using:

- The [Hampshire Local Information and Statistics](#) database.
- Analyse School Performance (ASP) and the Inspection Data Summary Report (IDSR) data streams.
- Department for Education statutory workforce tracking data.

Quantitative Data Collected:

- Local catchment demographics.
- Pupil admissions, attendance, achievement, and progression trends.
- Rewards, sanctions, and student council participation splits.
- Attendance rates at extracurricular activities.
- Documented complaints regarding discrimination or bullying.
- Voluntary monitoring of small-team workforce data (including recruitment, CPD, and return-from-maternity rates).

Qualitative Data Monitored:

- Equality directives within minutes of governor and staff meetings.
- Daily school tracking of equality issues and curriculum delivery.
- Assemblies and curriculum content promoting tolerance, friendship, and global awareness.

Using Equality Information & Setting Objectives

We use this information to evaluate our statutory compliance, update our mandatory Accessibility Plan, and decide where positive intervention is required.

Current Key Objectives (4-Year Cycle):

1. **Promote Excellent Attendance:** Ensure there are no systemic statistical variances between different demographic groups of children. This aligns directly with the statutory *Working together to improve school attendance* framework.
 - *Context:* At the Federation of Hazel Wood Infant School and Lydlynch Infant School the target is 95%. Staff including Pastoral Care adults will actively support harder-to-reach families.
2. **Monitor Curriculum Parity:** Ensure equal representation in extra-curricular activities, school councils, and Eco-Councils. Curriculum planning will actively promote global citizenship and diversity awareness.

3. **Diversify Community Volunteering:** Actively seek a wider, more representative cross-section of family helpers and volunteers. All volunteers remain strictly subject to enhanced DBS clearance and school conduct induction.

Involvement of Staff, Pupils, and Parents

We regularly engage stakeholder groups to shape this statement via student councils, parent surveys, and direct governor consultation. We integrate reasonable adjustments, auxiliary aids, and specialized provisions seamlessly into day-to-day operations.

Roles and Responsibilities

- **The Governing Body:** Holds statutory responsibility to monitor the implementation of this statement. Ensures all governors understand legal obligations under the PSED. Approves equality info annually and objectives every four years.
- **The Headteacher:** Provides proactive leadership to foster an environment of respect. Reports regularly to governors and coordinates equality and diversity measures. Deals decisively with reported discrimination or harassment.
- **Senior Leaders & Inclusions Leader:** Drive action plans, support staff, and monitor pupil demographic progress. The Inclusions Leader organises reasonable adjustments and auxiliary support for disabled learners.
- **All Staff:** Hold a daily responsibility to challenge bias, tackle stereotypes, report discriminatory behaviour, and maintain an inclusive classroom culture.