



Buryfields Infant School Single Equality Statement (SES)

Introduction

At Buryfields Infant School 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 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 and effectively 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

Our core values underpin all that we do and these are:

Be kind. Be confident. Love learning.

Underpinning our core values are our eight 'learning powers': more specific attitudes and learning attributes that we aim to foster in all of our pupils through explicit and implicit teaching. These learning powers also impact all elements of teaching and learning and behaviour, and they are:

- Explore
- Celebrate difference
- Have a go
- Make mistakes

- Persevere
- Aim high
- It's good to be me
- Teamwork

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

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities, and the Human Rights Act 1998.

School Context – January 2026

Buryfields Infant School is an inclusive school providing education for girls and boys aged 4 – 7 years and serves the area of Odiham in North East Hampshire. Buryfields is a smaller than average infant school with a pupil admission number of 60.

The school is in an area of very low deprivation; the area in which we are located is ranked 30,181 out of 33,755 neighbourhoods in England ([2025 data](#)). However, not all of our families are as affluent as this might suggest.

Most children are from a non-religious background (56%), although there is a significant proportion of children from a Christian background (40%). We also have families who are Buddhist (1%) and Hindus (2%). 2% refused to give this information and 2% was 'Other'.

- Number on roll: 167
- 12% of pupils are eligible for FSM (Free School Meals)
- 12% of pupils are on the SEN register, including 8 children with an EHCP
- 11% of pupils are from an ethnic minority background

- 3.5% of pupils have English as an additional language
- 41% of pupils have (or have had since they have been at school) a parent serving in the armed forces, most of whom are stationed at RAF Odiham
- In total, 51% of children are in receipt of either Service Pupil Premium or Pupil Premium funding.

Although our roll remains relatively stable there is a constant in and outflow of pupils, mostly due to service moves which makes mitigating the effects of mobility and deployment a key equality issue for Buryfields.

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:

- parent and child surveys
- contact with parents, including those representing pupils with particular protected characteristics
- school council
- staff surveys.

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 ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

The school is currently:

- Engaging and seeking support and guidance from outside agencies, such as Primary Behaviour Support, The Hive (RAF Odiham), Education Psychology, Health Support Teams
- Ensuring that the school's Behaviour Policy and Code of Conduct is applied consistently across the school
- Involving pupils in whole school development and monitoring through the school council and pupil conferencing.
- Embedding a culture of seeking and responding to feedback from all stakeholders, e.g. for parents this is mostly encouraged through letters home and the newsletter, as well as an annual parent survey
- Staff including the headteacher are 'accessible' to all parents and carers and communication between parents, pupils and staff is very good.

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 and relevant, in the context of national and county information.

Regarding pupils, we collect the following information:

- Attendance data
- FSM eligibility and uptake
- Vulnerable pupil information, including regarding:
 - looked after and post looked after pupils,
 - pupils with SEND,
 - pupils with CiN and CP plans
 - pupils from a Service family
- Qualitative and quantitative information from CPOMS

Regarding staff, we collect the following information:

- Staff surveys regarding training and development needs
- Continuing professional development – what has been delivered/provided
- Disciplinary, grievance and competency
- Staff workload and work/life balance

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.

We will ensure that the information we gather will be used to promote equality by

- Sharing findings with the governing body with a due regard for confidentiality and relevance, and with parents, pupils and the Local Authority as appropriate
- Rigorously evaluating performance management and CPD opportunities to ensure all staff have equal opportunities to develop

Ethnic Equality

What we are already achieving:

- Provision of lots of rich texts with characters of different ethnic origins in our corridor books, library, classroom books and Spine Books.
- Attending Hampshire-wide 'staff meetings' on Inclusion and Diversity
- Beginning to talk to parents of children from different ethnic backgrounds about their experiences of school
- Ensuring that all children are represented in the books that they read and that are read to them
- Beginning to talk to children about GRTSB (June 2024 GRT Month PowerPoint shared)

- Talking to parents who belong to the GRTSB community about their experiences of our school and learning what we can do better

We would like to do more by:

- Continuing to educate staff about the experiences of children from different ethnic backgrounds, including GRTSB – in our school but also more widely in society
- Continuing to ensure that our planning incorporates role models from a range of ethnic backgrounds, e.g. composers and performers, artists and designers and historical figures

Gender Equality

What we are already achieving:

- Greater awareness of gendered language and stereotyping, for example in relation to the aspirations of pupils
- Ensuring that our topics are appealing to girls and boys, with role models of different sexes included
- Making writing and practising fine motor control in EYFS 'irresistible' to all
- Monitor attainment and progress of girls and boys, being aware of the 'gender gap'
- An inclusive uniform policy which does not stipulate what girls have to wear versus what boys have to wear. Children can wear any item on the uniform list regardless of their gender.
- Inviting adults from a range of jobs that may challenge a perceived norm of gendered roles, e.g. a female astronaut

We would like to do more by:

- Encouraging children to question and challenge the use of gendered language and stereotypes

Community Cohesion

What we are already achieving:

- Beginning to link more with children at pre-school, Mayhill and RMS through visits from and to their settings
- Improving confidence to engage in conversation with older people through half termly 'Oaks and Acorns' sessions for Year R and Year 2 and the choir visiting the Lunch Club to sing and chat with the diners.
- Providing school meals which conform to all religious requirements.
- Contributing to the village's food bank by having a donation point in school and taking children to visit the food bank to hand over the donations.
- Having the village's 'purple bin' outside our school.
- Taking part in the Greening Campaign.
- Inviting local stakeholders to key events such as the Christmas carol service.

We would like to do more by:

- Continuing to develop intergenerational opportunities for the benefit of the children and the community

Disability Equality

What we are already achieving:

- Actively promoting the school's learning Powers 'Celebrate difference' and 'It's good to be me', through assemblies, lessons and in our daily culture and conversation
- Being a fully inclusive school who celebrates having children with a wide range of abilities

- Ensuring planning – including the planning of trips and visitors - takes account of all our pupils to ensure it does not exclude certain children or groups of children
- Working closely with parents of children with disabilities, as well as a range of professionals including (but not limited to) staff from Maple Ridge, Education Psychologists, paediatricians, Occupational Therapists and Primary Behaviour Support
- Learning BSL signs for assembly songs
- Provided training for autism and sensory needs to all staff
- Provided occupational therapy training for staff
- PBS training and workshops offered to parents

We would like to do more by:

- Embedding knowledge and understanding of staff of sensory needs and occupational therapy needs so they are effectively implementing strategies into their daily practice

Service Pupil Equality

What we are already achieving:

- Providing support for service pupils (and non-service pupils) who arrive or leave out of the usual admission times.
- Providing support for service pupils who have a parent who is deployed through Deployment Club and dolls (as well as providing support for pupils with a parent who is away for an extended period of time unrelated to the Armed Forces, for example due to work or a prison sentence).
- Annual visits by Year R to the RAF Odiham
- Annual Camo Day for all pupils (inviting Service pupils from local schools to come too)
- Holding as a minimum termly coffee sessions for service parents (NB this is going to become biennial).

We would like to do more by:

- Working with personnel from the base more frequently
- Sourcing training for staff on the impact of deployment and posting on children

From evaluation of the information we have gathered, we have identified the following objectives for the next four years:

Objective	Action
Greater staff understanding of Inclusion and Diversity on our teaching practice	• Attend the termly Hampshire I&D 'staff meetings' • INSET days linked to I&D • Completion of the I&D self-assessment tool from Hampshire • Staff training on GRTSB • GRTSB information included in assemblies
Ensure that children from a Service background are provided for academically and pastorally	• Continue to develop our understanding of what children who move to us out of rounds have experienced educationally, in order to support them to embed information that we may not have taught at Buryfields
Staff are skilled and knowledgeable in working with pupils with a variety of needs	• CPD on sensory needs and OT • Staff training through PBS as required • Learning and using signs for key words in assembly songs

Ensure our practice meets the needs of all pupils	• Speak with parents of children from different backgrounds to discuss their experiences and ideas of how school could improve its practice in relation to racial equality
Further extend and embed intergenerational practice	• Continue to promote the Oaks and Acorns group • Explore reviving the monthly/half termly visits to the Almshouses • Continue to explore making links with RMS pupils

These objectives are published on the school's website and will be updated at least every four years.

Monitoring and evaluating the Single Equality Statement

The school will continue to rigorously monitor the achievement of pupils and groups and will assess the impact of intervention strategies used.

The school will continue to monitor parental complaints, racially, sexually and disability related incidents.

The governing body will continue to critically review and amend the school's policies to ensure they promote single equality and community cohesion.

The pupils, parents, staff and visitors to our school will be made aware of the scope of the school's equality responsibilities in response to the Equalities Act 2010. We have a responsibility to prevent and take action against:

1. Associative Discrimination: Direct discrimination against someone because of another person who possesses a protected characteristic.
2. Discrimination by Perception: Direct discrimination against others they think possess a particular protected characteristic.
3. Indirect Discrimination: Rules, policies or traditions that apply to all but disadvantage those with a protected characteristic.
4. Harassment: Employees are protected against harassment and are entitled to complain if they are exposed to the harassment of others.
5. Harassment by a Third Party: Employees are protected against harassment are entitled to complain if they are exposed to the harassment of others regardless of the offender's relationship to the school.
6. Victimisation: Someone is treated badly because they have made/supported a complaint or grievance under the Disability Act 2010.

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.

Key school policies and procedures

School policies and information where consideration of equality issues is likely to be particularly relevant are;

- Accessibility Policy
- Admissions Policy
- Behaviour Policy
- Child protection and Safeguarding policies
- Code of Conduct (which also includes the Whistleblowing Policy)
- Pay and Performance Management Policies
- Complaints Policy
- SEND Policy and [SEND Report](#)
- [Pupil Premium Strategy](#)
- [Information for Service families](#)

Roles and responsibilities

The governing body will:

- monitor the implementation of the Statement and the objectives 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

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 between all
 - 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.

The SENCo has many responsibilities relating to children with disabilities, which can be found in the SEND Policy on the school website.

For further information, or to request this Statement in an alternative format, please contact the school office.

Objective	Action	Monitoring Spring term 2026
Greater staff understanding of Inclusion and Diversity on our teaching practice	- Attend the termly Hampshire I&D 'staff meetings' - INSET days linked to I&D - Completion of the I&D self-assessment tool from Hampshire, using this to set ourselves additional objectives	Attended I&D staff meetings throughout 2024-25 and committed to attend in 2025-26. No immediate actions needed following training. World map display (put up last year) – this has received very positive comments from some of our families with ethnic backgrounds. Meeting with GRT parents to identify what we are doing well and could do better (July 2025)
Ensure that children from a Service background are provided for academically and pastorally	Continue to develop our understanding of what children who move to us out of rounds have experienced educationally, in order to support them to embed information that we may not have taught at Buryfields	Use of transfer forms useful when completed by other schools – summarises key information for staff Chasing phone calls to schools that have not responded
Staff are skilled and knowledgeable in working with pupils with a variety of needs	- CPD on sensory needs and OT - Staff training through PBS as required - Learning and using signs for key words in assembly songs	OT training in school Jan INSET 2026 PBS training to parents attended by some staff as a refresher Variety of PINS training to all staff throughout 2025-26 and cascaded All songs taught include signing. New videos being used in assembly with adult signing songs. The children and staff are learning signs well!
Ensure our practice meets the needs of all pupils	Speak with parents of children from different backgrounds to discuss their experiences and ideas of how school could improve its practice in relation to racial equality	Meeting with GRT parents to identify what we are doing well and could do better (July 2025)
Embed intergenerational practice	- Continue to promote the Oaks and Acorns group - Explore reviving the monthly/half termly visits to the Almshouses - Continue to explore making links with RMS pupils	RMS visit in summer 2025. Oaks and Acorns needs a reboot!

Date reviewed by SLT: 20.1.26

Date reviewed by FGB: