

Equality Scheme

Autumn 2020- Autumn 2022

Surrey County Council is committed to equality and diversity.

We promote an inclusive culture for all our staff and the communities that we serve.

This school is committed to safeguarding and promoting the welfare of children and young people
and expects all staff and volunteers to share this commitment.

Please read alongside our Equality Policy, Accessibility Plan and Reasonable Adjustment statements in school risk assessment

The Single Equality Scheme takes into consideration the 'General' and 'Specific' statutory duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity

- The school considers age as a relevant characteristic in its role as employer, but not in relations to pupils
- Marriage and civil partnership

The General Duty

The school recognises its 'General Duty' to:

- Eliminate 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.

The Specific Duties

- Publish information showing that the school has complied with the General Duty (annually – to Governing Bodys – public document)
- Publish evidence of the equality analysis undertaken (annually– to Governing Bodys – public document)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement it undertook in developing their Equality Objectives
- Set and publish Equality Objectives_

General duty

| Duty | Action |
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| <p>Eliminate conduct that is prohibited by the Equality Act 2010</p> | <p>The centrality of equality and inclusion in our school is very evident in our daily work, our policies and procedures. We recognise that our children and staff belong to a society and world that is diverse and multi-cultural.</p> <p>Monitoring indicates that any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) are very rare and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>The school has an Equality Policy in place, and the current required Equality Schemes and Disability Access Plan.</p> |
| <p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it. 'advance equality of opportunity for all'</p> | <p>The school is confident that Pupils who have it particular needs are well supported in our school as a consequence of having There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding.</p> <p>Vulnerable groups (and individual members of) are tracked where appropriate and teachers are careful to intervene to prevent incidents of poor behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to.</p> <p>Our Behaviour Policy is annually reviewed with staff, the next step is to get parent and children input into anti-bullying policies.</p> |
| <p>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</p> | <p>Equality and Inclusion are central values and aims.</p> <p>Pupils focus on identifying and developing shared beliefs and values. There are opportunities to learn about difference and diversity, both in our own community and others, including the global dimension. Assemblies, RE and PSHE focus on relationships; class topics, extra-curricular activities and school activities and links also reinforce learning about relationships.</p> <p>The school contributes to a number of charities each year, mostly chosen by pupils.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media (this is made known to parents face to face and through our communications, including text, email and website.). As a school we believe in leadership at all levels.</p> <p>Our School Council is democratically appointed and broadly reflective of the of the school community. Teachers monitor rewards, leadership opportunities and displays to try to ensure equality.</p> |

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Evidence of analysis

| Policy practice | Outline how the policy / practice was evaluated | Outcome |
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| Behaviour management including anti-bullying | <p>The policy is reviewed annually with staff, pupils and parents, through school council, parent questionnaires and staff meetings. An ongoing Behaviour Log is kept and monitored.</p> <p>Rewards are given in classes and at playtime and lunch (gold points). Anti-bullying assembly carried out every year and is taught in PSHE scheme of learning</p> | <p>Monitoring does not indicate any adverse trends as there are very few incidents.</p> <p>Continue to review policy annually to ensure compliance with best practice and wider school policies and practice School council to lead on Anti bullying and how to inform/educate the pupils and parents.</p> |
| Equality policy | Equality Scheme and full Policy is reviewed every three years by Governing Body or earlier if monitoring or legislation shows a need. | Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered. Achieved |
| RE and SRE | <p>These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. We are working with our confederation (Weyside) on the index for inclusion. The RE policy reflects that children need to understand the nature of religion and be given time to reflect upon and respond to religious beliefs, values and experiences.</p> <p>Our RSE policy has been ratified by Governing Body's and agreed in consultation with parents and staff through staff and parent Governing Body meetings, and consultation with parents, face to face and other communications.</p> | <p>Consider how to more widely reflect the diversity of the Equality Act in our curriculum models.</p> <p>Need to ensure that protected groups are not viewed in a negative or discriminatory manner.</p> <p>Ensure annual meetings for RSE and other safeguarding programmes.</p> |
| Learning and teaching | <p>Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Lesson observations and pupil interviews focus on the progress and views of all year groups.</p> <p>Policy is reviewed annually by Senior Leaderships and every three years by Governing Body.</p> <p>Lesson observations and learning walks are carried out regularly.</p> | <p>This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations focus on learning needs and progress of all pupils.</p> <p>Our curriculum is consistently evolving, and we are ensuring that the children understand the British values and school values linking into our everyday life.</p> |

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| Safeguarding | A core policy reviewed annually reviewed by Staff and Governing Body which is updated to reflect changes in legislation and practice. There is a nominated Governor who works with the DSL on the Surrey Safeguarding Annual Audit creating an action plan and reviews safeguarding termly. Prevent Training is provided to staff and governors annually. | Safeguarding training for all staff is updated every year. Prevent training updated annually (could offer out to parents) Ensure volunteers are informed on safeguarding, school policy and keeping children safe in education. Training reflects issues pertaining to Equality School council to ask Governors how they keep us safe annually. |
| Recruitment, promotion and retention. | Reviewed annually by the Governing Body and changes are made to ensure compliance. | Policy should link closely to the Equalities policy and reflect the new requirements around Health-Related questions in applications etc. |

Details of engagement

| Individuals /groups consulted or engaged with | Outline the nature of engagement | Summary |
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| Pupils | Pupils are increasingly involved in the leadership and decision-making procedures of the school, primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires etc. | Pupils report being happy at school and have good friends. They feel safe and know to talk to an adult if they need to Pupils know what to do if they have an issue with bullying or behaviour. There are effective policies and procedures for dealing with poor behaviour |
| Staff | Staff are regularly consulted with and a culture of openness and shared accountability enables all staff to contribute to improving pupil outcomes and well-being. Staff are aware of and protected by the Equality Act | Staff identify needs for ongoing training and CPD in a range of areas. Staff are proactive about seeking support and guidance when unsure. Staff receive Prevent Training and have regular safeguarding updates. Every meeting safeguarding is top of the agenda . |
| Governor | Governing Body regularly review issues related to equality and inclusion at meetings and actively support the school's Inclusive ethos. There is a link Governor for SEND and Inclusion who works closely with the SENDCO. | Governing Body is fully committed to the vision of establishing and maintaining a fully inclusive school by ensuring that the principle of inclusivity is included in the life of the school. |

Commented [TS1]: How, briefings, training?

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| | | Governing Body makes every effort to ensure that the school is open and inclusive through their recruitment practices by regular self-evaluation. |
| Parents and other stakeholders | Parents regularly liaise with the school through PTA (Friends) events, Class Rep system, parent consultation and curriculum evenings, workshops, annual questionnaires (online or paper versions), annual Induction and Meet the Teacher meetings, and face-to-face informal meetings in the school grounds. No parents are hard to reach. | Parents value the inclusive ethos of the school. We seek to develop varied methods of communication and 'plain English' to reduce educational jargon (e.g. in pupil reports) and to engage with all parents. |

| Policy practice to be considered | | | | |
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| Specific actions | | | | |
| Priority | Action | Success criteria | Responsibility | Timeframe |
| Ways to build transparency in our priorities and action to foster fairness and promote equality. | Equality policy to be reviewed annually and consultation with parents/carers. | Policy reviewed; stakeholder have been informed of review | GOV & HT | Annually |
| | Review Equality plan with stakeholders | All policies on a circle of review and members of the school and its community are informed of relevant policies | HT, GOV and Staff | |
| | Robust policy review system that enables relevant stakeholders to give feedback and understand the policies involved | School profile and tracking data will show expected progress for all pupils. | | |
| | Review our school profile data to ensure inclusion in a school which is relatively homogenous | Tracking system in place and all incidents are logged. Evidence shows that they are managed effectively, | HT & GOV | Termly reviewed |

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| <p>Ensure recruitment process complies with Equality Act.</p> | <p>recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>Continue to Track incidents of bullying and of racial nature to ensure they are managed effectively.</p> <p>Ensure the school promotes equality through recruitment procedures where possible Recruitment</p> <p>Governors to consider ways to include less mobile persons to become a school governor through electronic capability</p> | <p>and this is reported to governors Parent survey will show no concerns</p> <p>Pupil interviews will show no concerns Behaviour tracking will show no behaviour issues Bullying tracking will show no concerns</p> <p>Recruitment: review the process with exit and entry interviews to ensure the process is fair and equal in all aspects of procedure. At least one member of the interview panel will be trained in safer recruitment Following Surrey audit:</p> <ul style="list-style-type: none"> - Interview panel must not see Equalities and diversity form - Age must not be recorded on application forms - Sickness information must not be requested before interview - Passport covers must be photocopied in addition to internal pages to confirm "right to work" and all copy documents to be retained - Ensure all references are in writing - Short listing methodology must be consistent - All recruitment documents to be retained for 6 months. <p>Appointment of safer recruitment governor</p> <p>The school is accessible and the capacity to address needs.</p> | <p>HT</p> <p>Gov</p> | <p>Review regularly</p> |
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| Encourage parents to be active participants in their child' learning | <p>Workshop on SRE, online safety and drugs education - Coffee afternoon? Meeting on the Folly Hill Skills- promoting home school link in children developing skills</p> <p>Provide workshops Reading, phonics, maths (relevant to pupils needs)</p> <p>phonics drop in a see your child learning</p> <p>Provide a range of events – sharing learning days, assemblies, lunches and open days. Share on email and social media activities children are participating in – every day ones and special</p> | <p>40% of parents attend the workshops increasing to 60%</p> <p>100% attendance in rainbow reading workshop</p> <p>100% in Sunshine maths workshop</p> <p>100% in phonics workshop increase form 50% in 2019</p> | <p>HT</p> <p>HT</p> <p>Staff</p> <p>Staff</p> | <p>Spring 2020</p> <p>Workshops spread through the term.</p> <p>Spring terms</p> <p>Termly</p> |
| Seek to ensure that all pupils have equal access to the curriculum at the appropriate level | <p>Monitor/ analyse data and interventions groups. Adapt to the needs of the children provided additional support when required</p> <p>Provide targeted interventions</p> <p>Ensure the SEND policy is regularly reviewed</p> <p>Pupil with SEND are monitored closely and their needs met (actioned on the SDP)</p> <p>Support vulnerable pupils with their mental health through range of interventions</p> | <p>Attainment at the end of KS1 will be above national in reading, maths and writing. The number of children achieving greater depth will be above national. Pupils that require additional support reach expected levels by the end of the KS1</p> <p>SEN pupils make accelerated progress in their specific areas.</p> <p>Mental health and wellbeing of vulnerable pupils is well supported.</p> | <p>HT &SLT</p> <p>ALL</p> <p>GOV & HT</p> <p>ALL</p> <p>All</p> | <p>½ termly</p> <p>Termly</p> <p>September 2016</p> |

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| | <p>Develop and engaging exciting curriculum that incorporates diversity and different cultures</p> <ul style="list-style-type: none"> • curriculum planning to reflect and promote our schools, community and the wider worlds diversity in terms of race, gender, ethnicity and disability where possible • Embed PSHE, BV and SMSC to reflect the schools value and aims. Continue to teach the children about British Values and the school values • Workshop with parents on SRE, online safety and drugs education • Review the RE syllabus-Enabling the children to learn about different cultures and belief, add in culture aspects that we cover • Break down barriers to perceptions of disability through teaching about famous, successful people | <p>Planned whole school days/weeks to reflect diversity</p> <p>Planned a variety of visits, visitors, and events</p> <p>Cornerstones curriculum has evolved into our own version</p> <p>Moved on to a continuous provision approach in yr1</p> <p>Embedded PSHE SOW and we are constantly evolving review in line with RSE and drugs education and the new PSHE stator framework (2020)</p> <p>Monitor the cultural capital provided by the school</p> <p>The children show respect for one another and the wider world. As seen in observations and learning walks, comments from visitors and places visited</p> | ALL | |
| Seek to ensure all pupils have the opportunity to make a positive contribution to the life of our school and others | <p>Invite pupils to take part in a range of additional activities and events arranged by our school: clubs/responsibilities/representing our school/school council</p> <p>Monitor attendee list and provide opportunities for any marginalised groups</p> | <p>All pupils will have had the opportunity to make a positive contribution to the life of our school be attending at least one additional activity or event during the academic year this is monitored</p> <p>All pupils have been given the opportunities to raise money for local/global charities. Each term we focus on a different charity</p> | ALL ALL | Throughout the year. |

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| | <p>TA to be responsible for PE inclusion, small groups set up for children that find physical activity challenging and need to develop confidence.</p> <p>Support a variety of charities from local to global.</p> | | | |
| Healthy lifestyles and keeping safe | <p>Audit Healthy schools and reinstate our award by 2020</p> <p>School council to ask questions to the Governors on how they ensuring they are keeping us safe</p> <p>School council to work with another school in developing the children's understanding bullying</p> <p>Planned events throughout the year on keeping safe and healthy (road safety workshop, handwashing, police- awareness, Golden boot, online safety, NSPCC, heart start)</p> <p>All staff trained on keeping children safe/child protection, prevent, and have read and understood school policies.</p> <p>Staff are kept UpToDate with changes and new information regarding safeguarding and keeping children safe</p> <p>Safeguarding audit completed, action plan written</p> | <p>Enhanced status reinstated and pupils have a sound understanding of keeping healthy. This is still ongoing as it is a paperwork exercise- we feel we are very proactive in being healthy</p> <p>In survey children report they understand what to do if they feel they are being bullied or unsafe.</p> <p>All staff are trained on keeping children safe in education.</p> | <p>HT & PSHE lead</p> <p>HT</p> <p>HT</p> <p>Staff</p> <p>HT& Gov</p> | <p>BY summer 2017</p> <p>Summer 2017</p> <p>Annually</p> <p>Every meeting</p> |