

West Ashtead Primary School



Single Equality Scheme

VERSION 1	
First Edition	April 2013
Next Review	Summer 2023
Person responsible for updating policy	Headteacher

The Single Equality Scheme requires schools to consider the “General” and “Specific” 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

Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

The General Duty

Public Bodies have a “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 they have complied with the General Duty (annually)
- Publish evidence of the equality analysis undertaken (to be reviewed annually)

- Publish details of engagement undertaken with those with an interest in furthering the aims of the general duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

The Specific Duties – Information showing West Ashted Primary School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<p>We have reviewed the school profile as a whole and revisited and underlined the centrality of equality and inclusion in a community school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi cultural.</p> <p>There are virtually no reported incidents of discriminatory or prejudice related to bullying or poor behaviour (including racist and homophobic). Should such incidents be reported these can be managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>The school has a Equal Opportunities Policy in place</p> <p>The school has the current Equality Schemes and disability access plan in place</p>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<p>Pupils who have particular needs are well supported within the school and they make progress inline with expectations</p> <p>There are established monitoring systems in place to track pupil attainment. Teachers are careful to intervene to prevent incidents of behaviour or bullying.</p> <p>In our recent Ofsted report parents reported that their children are happy, feel safe and are well looked after at school.</p> <p>The school has Anti Bullying and Behaviour Policies that are reviewed regularly with pupil, Governor and SLT engagement</p> <p>Ofsted found through discussion with our pupils that they have a good understanding of bullying and the different forms it can take. They were informed by pupils that bullying did not happen at our school. The pupils also reported that they had full confidence in the staff in sorting out incidents of bad behaviour.</p>
Foster good relations across all characteristics - between people who share a protected characteristic and people and people who do not share it	<p>Equality and inclusion are central to our school ethos. Our curriculum and whole school themes enable pupils to focus on identifying and developing shared values.</p> <p>Pupils and parents participate in events and workshops that reflect the diversity of the school, population and local community in terms of race, gender and disability without stereotyping.</p> <p>We provide regular communication to all stakeholders – parents, Governors, and pupils through a range of media</p> <p>The school supports and contributes to a number of local charities each year.</p> <p>Our pupils run a School Council. This is elected and managed by the student body.</p> <p>Ofsted have acknowledged during their recent inspection that our pupils are responsible citizens, who take pride in their school.</p> <p>The school council represents pupils well. Pupils show a good understanding of different cultures and faiths.</p>

The Specific Duties – Evidence of Equality Analysis Undertaken by West Ashtead Primary School

Policy/Practice Considered	Outline how the policy/practice was evaluated	Outcome of analysis
Behaviour	This policy is reviewed annually with engagement from the student body, the School Leadership Team and the Governing body. Rewards and Sanctions are monitored for trends and reported to the governing body termly.	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure consistency with wider school policies and practices
Anti Bullying	Annually reviewed by Governors and SLT.	The school maintains a behaviour log which is monitored by the Head. This is reviewed to include the focus of the Equality Act. Whilst to date there have been no instances against those with protected characteristics this will be continued to be monitored.
Equal Opportunities	Annually reviewed by Head Teacher	Policy to be reviewed to ensure it complies with the Equality Act.
Curriculum, Religious Education and SRE Policies	These policies are reviewed regularly by the Governing Body. They reflect our wider aims and values. The RE policy reflects the requirement of the Surrey Locally Agreed Syllabus For RE. Our SRE policy has been ratified by Governors and was agreed in consultation with parents	Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum. Although curriculum is excluded from the Act there is a need to ensure all people are included within the curriculum. SRE should consider issues not currently included such as Civil Partnerships alongside other relationships and family groups.
Learning and Teaching	Learning and Teaching is central to our work as a school. Our methods and philosophy seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. This policy is reviewed by SLT and approved by Governors. There are regular lesson observations carried out by external professionals, governors and the SLT	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson Observations should have a regular focus on equality issues which should be recorded in the notes of such observations.
Safeguarding	A core policy reviewed annually by staff and Governors which is updated to reflect changes in legislation and Practice. This policy encompasses areas of practice closely linked with many others, including Equal Opportunities There is a nominated Governor who reviews	Safeguarding training for all staff and governors is updated every year Ensure that training reflects issues pertaining to Equality

	safeguarding termly and an annual report reviewed	
Recruitment	Reviewed regularly by the Governing body and SLT.	Monitoring required to ensure it is closely linked with the Equal Opportunities policy and reflects the requirements around health and age related questions in applications. Surrey approved application form used which reflects these values.

The specific Duties – Details of Engagement Undertaken at West Ashtead Primary School

Individual/Group Engaged or consulted with	Nature of Engagement	Summarise outcomes from consultation
Pupils	Pupils engage with the leadership and decision making process of the school through school council, class and group consultation and annual questionnaires.	Pupils report feeling safe, well cared for and happy. There are established and effective policies and procedures for dealing with poor behaviour. Pupils' ideas are brought to the School Council and where possible brought into school policy.
Staff	The SLT regularly consults with staff via a team meeting and on a one to one basis. A culture of openness is evident within the staff with the Head Teacher maintaining an open door policy.	Staff identify their needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Although not an identified problem, staff would like to be able to deal more confidently with more uncharted areas of diversity, particularly managing potential homophobic and trans phobic language and behaviour. Staff are comfortable bringing issues to the attention of SLT.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings..	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school. Governors will set Equality goals and targets annually based on this evaluation and ensure that relevant data is accessible for stakeholders. Governors make every effort to ensure that the Governing Body is open and inclusive through their recruitment practices.
Parents	The majority of parents engage with the school through parent teacher consultations, PTA events, school newsletter and volunteering within the school. Our teaching staff ensure they are available at drop off and pick up times.	Parents are increasingly aware of the value of the inclusive ethos of the school and our commitment to inclusion.

The specific duties – Equality Objectives for West Ashtead Primary School

Characteristic	Objective	Success Criteria	Date for Review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated to reflect the Equalities Act	April 21	Head/Chair of Governors
Race	Pupils to gain a greater awareness of racial diversity through curriculum and extended learning opportunities such as Assemblies and workshops	Review content of lessons and other learning outlets for content relating to racial and cultural diversity.	On going	Head/SLT
SEN and FSM	To identify trends and narrow the gap of attainment for particular sub groups such as SEN and FSM	All groups of pupils make expected progress across the curriculum.	On going	Head/SENCO
Disability	Steps are taken to reduce and eliminate negative stereotypes of disability across the school and to promote positive understanding.	Lesson and curriculum audits identify that a number of positive examples of disability with no negative stereotyping, examples found within Assemblies and PSHE	April 2021	Class Teachers
All	The teaching staff and Governors receive training in a range of equalities issues	Online CPD delivered to staff, governors and parents required to promote confidence in challenging prejudice and promoting equality	April 2021	Head
All	Seek to broaden and strengthen further our commitment to quality communications with all those involved in our school life	Communications available in a range of formats. Identify appropriate support and resources e.g. Braille/British Sign Language/ community languages	April 2021	Head/Governors
EAL	Review academic data for children for whom is English is an additional language to ensure they are receiving opportunities to engage in the curriculum.	Additional support can be sought from REMA to ensure this is met.	On going	SENCO
Equality training and Development	Governors to update their training during academic year 2020 - 2021 in particular new governors	Training records maintained by Bursar to reflect training completed. Link governors to include equality issues within their meetings with staff and report back to full governing body	On going	Chair of Governors