

West Ashtead Primary School

Single Equality Scheme

Next Review	Summer 2021
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	<ul style="list-style-type: none"> • 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. • Monitoring indicates that reported incidents of discriminatory or prejudice related to bullying or poor behaviour (including racist and homophobic) are very rare. 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. • The school has a Equal Opportunities Policy in place • The school has the current Equality Schemes and disability access plan in place
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Pupils who have particular needs are well supported within the school and they make progress inline with expectations • There are established monitoring systems in place to track pupil attainment. Teachers are careful to intervene to prevent incidents of behaviour or bullying. • In our recent Ofsted report parents reported that their children are happy, feel safe and are well looked after at school. • The school has Anti Bullying and Behaviour Policies that are reviewed regularly with pupil, Governor and SLT engagement • Ofsted found through discussion with our pupils that they have a good understanding of bullying and the different forms it can take. Pupils are confident that it would be dealt with effectively by adults. • 50% of parents reported their children feel safe at school in our 2017 Parents Survey
Foster good relations across all characteristics - between people who share a protected characteristic and people and people who do not share it	<ul style="list-style-type: none"> • Equality and inclusion are central to our school ethos. • We provide regular communication to all stakeholders – parents, Governors, and pupils through a range of media • Our pupils run a School Council. This is elected and managed by the student body. • Pupils show a good understanding of different cultures and faiths. • Inclusion requires listening effectively to children and this is encouraged through circle time, the school council, ELSA, moving up days to assist with transition within the school.

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 and the School Leadership Team. Incidents are recorded in a single behaviour log and monitored by the headteacher for trends.	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. The school was awarded Good for behaviour and welfare in the Ofsted inspection 2015. Two members of staff trained as ELSA, training for TAs in OT and Sensory, drawing and talking courses
Anti Bullying	Annually reviewed by Governors and SLT. Ongoing E Safety and Safeguarding drive Anti- bullying is addressed within the Behaviour policy.	A bullying log is maintained by the Head. This is reviewed to include the focus of the Equality Act. E-Safety evening for parents Safeguarding training delivered to parent volunteers
Equal Opportunities	Annually reviewed by Governors	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 curriculum reflects the requirement of the Surrey Locally Agreed Syllabus for RE.	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 senior and middle leaders.	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 termly and an annual report reviewed	Safeguarding training for all staff is updated every annually. Designated Safeguarding Lead training is updated every two years Annual safeguarding audit completed and plan implemented for action points Ensure that training reflects issues pertaining to Equality
Recruitment	Reviewed annually by Governing Body.	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	Pupil engagement in the leadership and decision making process of the school is becoming more regular. This is primarily through the School Council but can also be seen within the classroom setting, group consultations etc	Pupils report feeling safe, well cared for and happy. There are established and effective policies and procedure for dealing with all poor behaviour. Pupils ideas are brought to 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 staffs ensure they are available at drop off and pick up times. Governors issued a parental questionnaire looking at school improvement. The SLT is available to parents to discuss any issues they may have.	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	July 2017	Head/Chair of Governors

Race	Pupils to gain a greater awareness of racial diversity through curriculum and extended learning opportunities such as Assemblies.	Review content of lessons and other learning outlets for content relating to racial and cultural diversity.	September 2017	Head/SLT
SEN and FSM	To identify trends of attainment for particular sub groups such as SEN and FSM	All groups of pupils make expected progress across the curriculum.	On going	Deputy Headteacher
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	July 2017	Class Teachers
All	The teaching staff and Governors receive training in a range of equalities issues	CPD/Inset delivered to staff, governors and parents required to promote confidence in challenging prejudice and promoting equality	July 2017	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	September 2017	Head/Governors
EAL	Review academic data for children for whom 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