Equality Scheme and Objectives

The Single Equality Scheme considers 'General' and 'Specific' duties in promoting equality in the following:

Sex Race Disability Sexual Orientation Religion or Belief

Gender Reassignment Pregnancy or maternity Age (employees not pupils)

Charlwood Village Primary School is committed to working effectively towards establishing equality in all areas. We will develop positive relationships with all pupils, staff, parents and governors irrespective of race, gender, sexuality, disability, age, religion or belief, gender reassignment, pregnancy or maternity and will endeavour to challenge any discrimination or harassment.

Roles and Responsibilities

Governors:

- Making sure that the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme Objectives and its procedures are followed

Headteacher:

- Making sure the school Equality Scheme Objectives and its procedures are followed
- Making sure the race, gender and disability equality plans are readily available to governor, staff, pupils and parents
- Dealing with reports of hate incidents
- Producing regular information for staff and governors about the plans and how they are working
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of discrimination, including racist bullying, homophobic bullying and bullying relating to gender or disability

All Staff:

- Dealing with racist, homophobic and other hate-incidents
- Being able to recognise and tackle bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- Keeping up to date with the law on discrimination
- Taking up training and learning opportunities

Specific Duties ~ Information Showing the School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act (2010)	• The school has an updated Equalities, Diversity and Inclusion Policy and Single Equality Scheme and a Disability Access Plan. • The school works in partnership with the other schools in Horley Learning Partnership. • There have been no reports of any kind of discriminatory or prejudice related bullying or behaviour
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• We have rigorous and consistent process in place to monitor the progress of all pupils. This includes monitoring the progress of specific groups of pupils. • Pupils with SEND are well supported in school with 1:1 and intervention group support as appropriate. • Pupils eligible for Pupil Premium Funding usually achieve better than the national picture but the number of pupils are extremely low and therefore can vary the statistical picture, particularly if the pupil is also SEND as well. • Governor monitoring shows that pupils feel safe in school. • Ofsted graded Personal Development, Welfare and Behaviour as Outstanding in their last inspection (November 2018) this was confirmed as still accurate in May 2024 Ungraded Ofsted Inspection. • Our Behaviour Policy and Anti-Bullying Policy, are available on our website for parents to access.
Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it	• Equality and inclusion are central to our school vision (Confident, Valued, Prepared and Successful) and meeting the needs of all of our pupils. • Relationships with parents was graded as Outstanding by Ofsted in their last inspection (November 2018, this was confirmed as still accurate in May 2024 Ungraded Ofsted Inspection). • Our school pupil leadership groups are actively involved in whole school decisions and the promotion of equality. This includes Eco Warriors, School Council, Librarians, Digital Leaders, Performing Art Leaders, Sports Leaders and Head Pupils • Our School Council are elected democratically.

Specific Duties ~ Evidence of Equality Analysis Undertaken

Policy/Practice Considered	Outline of how the policy/practice was evaluated	Outcome of Analysis
Behaviour	This policy was reviewed with in Spring Term 2024. This year the school changed its school rules to The Golden Rule ~ treat others how you wish to be treated. Time was spent at the start of the year to teach pupils what this meant both positive and negative behaviours.	School policy reviewed in Spring Term 2025. Next review Spring Term 2026.
Anti-Bullying	Pupils take part in Anti Bullying Week. Assemblies and Big Think Time is focused on the anti-bullying theme. Pupils have a Time to Talk envelope where they can put their name and alert the DSL or DDSL to come and speak to them if they are worried about something. Digital Leaders and School Council Reps are also available for pupils to speak to, if they are worried about anything.	Anti-Bullying Policy reviewed in Autumn Term 2024. Next review Autumn Term 2025.
Equal Opportunities	The Equality, Diversity and Inclusion Policy is reviewed annually by the Governing Body.	EDI Policy reviewed Autumn Term 2025. Next review Autumn Term 2026.
Curriculum, Religious Education and RSE Policy	The school follows the Surrey Agreed Syllabus for teaching RE. The RE curriculum is planned into Year A and Year B. The school now use the PSHE Association for delivering the curriculum. Yasmine and Tim resources are used as a resource for RSE.	RE and Collective Worship Policy was reviewed in Autumn Term 2025. Next review is Autumn Term 2026. The RSE Policy is due to be reviewed in Autumn Term 2025.
Learning and Teaching	Charlwood Staff are committed to providing all of our pupils with the best education and opportunities that we can. All learners are catered for irrespective of gender, race, age,	The Governing Body, Leadership Team and staff will continue to ensure that all pupil's needs are met.

	special educational need, disability, religious faith or belief, gender reassignment or sexual orientation of either the child or parents. The different learning styles and abilities are catered for in each lesson and this is confirmed through monitoring visits.	
Safeguarding	This Policy is reviewed annually by the Governing Body.	The policy was reviewed in Autumn Term 2025. Next review is Autumn Term 2026.
Recruitment	This is reviewed annually by the Governing Body.	The Policy is due for renewal in Autumn Term 2027.

The Specific Duties ~ Publish Details of Engagement Undertaken

Individual or Group engaged or consulted with	Outline of nature of engagement	Summary outcomes from consultation
Pupils	Pupils particularly School Council and other pupil leader groups are consulted on decisions in the school. Pupils are consulted in key policies such as Behaviour Policy and Anti-Bullying Policy through Big Think Time sessions.	Monitoring visits from all leaders show that behaviour across the school is excellent. There are very few incidents of poor behaviour. Any incidents are dealt with swiftly. Any behaviour incidents are recorded on the Behaviour Log and are analysed by the Headteacher and teachers.
Staff	Staff are consulted on new policies. All policies are available to all staff, these are available electronically on the school website.	
Governors	Governors are committed to the vision of establishing and maintaining a fully inclusive school where all of the pupil's needs are met.	Governors to continue monitoring and reviewing the Equality, Diversity and Inclusion Policy and Equality Scheme Objectives to ensure that the school remaining fully inclusive.
Parents	The school operates an open-door policy. Parents are encouraged to come and talk to staff.	All policies are available to parents on the school website. Governing Body and Leadership Team are to continue monitoring and ensuring that parents views are sought.

Equality Objectives 2024-2025

Characteristic	Objective	Success Criteria	Date for Review	Responsible	Outcome
All	To continue to monitor the Equality, Diversity and Inclusion Policy and Equality Objectives	Governing Body will review and update as appropriate.	Autumn Term 2025	Governing Body	Policy to be reviewed in Autumn Term 2025.
Race	Pupils to gain a greater awareness of racial inequalities and the impact of them on today.	Pupils will develop their awareness through assemblies, Big Think Time, geography, history and PSHE Curriculum.	Autumn Term 2025	Headteacher and Teachers	Awareness of racial inequalities has been addressed as part of Black History Month 2024, in history and music.
Gender	To improve the attainment of boys in English and the attainment of girls in maths.	Progress and attainment information evaluated at half-termly Pupil Progress Meetings.	Autumn Term 2025	Teachers	Pupil Progress continues to be analysed each half-term.
Disability	Through using sport and examples of famous people who are disabled the school will continue to tackle and address the stereotypes of disabilities through assemblies, Big Think Times and PSHE	Children will have positive examples of disabilities including hidden disabilities. Any negative stereotypes will be challenged.	Autumn Term 2025	All staff	Disabilities has been addressed through Big Think Time assemblies and PSHE.

Equality Objectives 2025-2026

Characteristic	Objective	Success Criteria	Date for Review	Responsible	Outcome
All	To continue to monitor the Equality, Diversity and Inclusion Policy and Equality Objectives	Governing Body will review and update as appropriate.	Autumn Term 2026	Governing Body	
Race	Pupils to gain a greater awareness of racial inequalities and the impact of them on today.	Pupils will develop their awareness through assemblies, Big Think Time, geography, history and PSHE Curriculum.	Autumn Term 2026	Headteacher and Teachers	
Gender	To improve the attainment of boys in English and maths.	Evidence of gaps narrowing seen at Pupil Progress Meetings and end of year data analysis	Autumn Term 2026	Teachers	
Disability	Through using sport and examples of famous people who are disabled the school will continue to tackle and address the stereotypes of disabilities through assemblies, Big Think Times and PSHE	Children will have positive examples of disabilities and will not display any negative stereotypes	Autumn Term 2026	VLS	