

Single Equality Scheme



Review due: April 2021

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 children, 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)	<ul style="list-style-type: none"> • The school has an updated Equal Opportunities Policy and Single Equality Scheme and a Disability Access Plan • The school works in partnership with the other schools in Horley • The school votes for a chosen charity to support for the year, this could be a local or global charity • Pupils also support a local homeless charity through goods donated for the Harvest festival • 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	<ul style="list-style-type: none"> • We have rigorous and consistent tracking processes in place to monitor the progress of all children including targeted groups of children • Children 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 our behaviour and safety as good in their last inspection (March 2014) • The children have been consulted for our Behaviour Policy and Anti-Bullying Policy, our policies are available on our website for parents to access and comment on
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 vision (Confident, Valued, Prepared and Successful) and meeting the needs of all of our children • Relationship with parents was graded as good by Ofsted in their last inspection (March 2014) • The children contribute to different charities and needs throughout the year • Questionnaire analysis shows that parents are satisfied with communication between home and school • Our School Council and Pupil Voice are actively involved in whole school decisions and the promotion of equality • 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	Parents and staff have been consulted on this policy. The policy was reviewed in Summer 2017. Pupils have also been involved in the policy review. Behaviour is judged as being good by Ofsted and this is confirmed through lesson observations.	School policy to be reviewed in Autumn 2017.
Anti-Bullying	Pupils have been involved in reviewing our Anti-Bullying Policy which was a focus during Anti-Bullying Week. In Big Think Time pupils were given different scenarios and talked in their mixed age groups about how they would handle the situation. All classes have a Worry Box where they can alert a staff member to come and speak to them if they are worried about something.	Need to review the Anti Bullying Policy in Autumn 2018.
Equal Opportunities	The Equal opportunities Policy is reviewed annually by the Governing Body.	Equal opportunities Policy has been reviewed and updated to include the changes by the Act 2010.
Curriculum, Religious Education and SRE Policy	The RE Policy was reviewed in Autumn 2012. The school follows the Surrey Agreed Syllabus for teaching RE. The SRE policy was reviewed in Summer 2016. The RE policy will be reviewed following the changes made to the Surrey Agreed Syllabus.	The RE Policy was reviewed in Autumn 2012 and its next review is in Autumn 2017. The SRE Policy was reviewed in Summer 2017.
Learning and Teaching	The Charlwood Staff are committed to providing all of our children with the best education and opportunities that we can. All learners are catered for irrespective of gender, race, age, 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.	The Governing Body, Leadership Team and staff will continue to ensure that all children's needs are met
Safeguarding	This Policy is reviewed annually by the Governing Body	The Policy was reviewed in Autumn Term 2016 unless there are any further updates to the Local Authorities model policy.
Recruitment	This is reviewed annually by the Governing Body.	The Policy is due for renewal in Spring Term 2017.

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 Pupil Voice representatives 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. There have been no reports of bullying. Any behaviour incidents are recorded on the Behaviour Log and are analysed by the Leadership Team.
Staff	Staff are consulted on new policies. All policies are available to all staff, these are available electronically or in a file in the staffroom.	Staff questionnaires were sent out in Summer Term 2017.
Governors	Governors are committed to the vision of establishing and maintaining a fully inclusive school where all of the children's needs are met.	Governors to continue monitoring and reviewing the Equality Opportunities 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. Regular workshops are held based on requests from parents. These range from Homework Support to Neurodiversity. The school recently held an information session on Relationships and Sex Education so that parents could see the DvD being used and understand the unit content.	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.

The Specific Duties ~ Set and Publish Equality Objectives

Characteristic	Objective	Success Criteria	Date for Review	Responsible	Outcome
All	To continue to monitor the Equal Opportunities Policy, Single Equality Scheme Objectives and Accessibility Plan	Governing Body will review and update as appropriate the Equal Opportunities Policy, Single Equality Scheme and Disability Equality Scheme annually	Spring Term 2018 for all 3 policies	Governing Body Leadership Team	Review due in Spring Term 2018
Race	Children to gain a greater awareness of different cultures through RE and Assemblies and cultural festivals	Children will have a better awareness of the different cultures in our world through RE, Big Think Time and assemblies	Spring Term 2018	Leadership Team	Review due Spring Term 2018
Gender	To improve the attainment of higher attaining pupils in reading	LT and linked governors to monitor the progress of the SDP priority of improving attainment in reading	Summer Term 2017	AA, CB and VL	<p>The data thus far shows a definitive increase in the % of pupils achieving 'working at greater depth' in all year groups.</p> <p>EYFS ~ 21% of pupils achieved 'exceeding' compared to 14% last year. This equates to 1 boy and 2 girls</p> <p>Year 1 ~ Data currently shows that now 6 pupils are likely to achieve 'working at greater depth' – this equates to 4 boys and 2 girls (42%).</p> <p>Year 2 ~ Data shows that there are 8 pupils (56%) are expected to achieve 'working at greater depth' - this equates to 3 boys and 5 girls. This is 16% above our original target</p> <p>Year 3 ~ Data shows that there are 6 pupils (42%) who are</p>

					likely to achieve 'working at greater depth- this equates to 2 boys and 4 girls – it should also be noted that 1 boy has since left the class to attend another school who would have achieved 'at greater depth', thus making it 7 This is 15% above our original target
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	Summer Term 2017	VL	This has been addressed through Big Think Times and RSE in Year 3 where we have talked about the different body shapes and sizes.