



## St Mary's C of E Primary School Equality Scheme (Single) – Autumn 2014

---

### Equality Scheme (Single) Autumn 2014

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.
- Age (in relation to staff).

### 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 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

Policy written by: Helen Austin (Headteacher)

Next review due: Autumn 2015



**St Mary's C of E Primary School**  
**Equality Scheme (Single) – Autumn 2014**

**The General Duties – Information Showing the School has complied with the General Duty**

<b>Duty</b>	<b>Actions Taken</b>
<b>Eliminate conduct that is prohibited by the Act</b>	<p>We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>The school has adopted 12 values and incorporated these into the school life. These are promoted through assemblies and general school life including behaviour management.</p> <p>There are virtually 0 reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) 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 Accessibility Plan.</p>
<b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b>	<p>Pupils who have particular needs are well supported in our school. The progress of pupils with certain characteristics are analysed in depth.</p> <p>There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened too.</p> <p>Our Anti-Bullying and Behaviour Policies have recently been reviewed and shared with pupils and parents.</p>
<b>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</b>	<p>Equality and Inclusion are central to our school ethos. Our school values enable pupils to focus on identifying and developing shared values. There are opportunities in Assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension.</p> <p>Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</p> <p>As a school we believe in 'Leadership for All'. Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community.</p>



## St Mary's C of E Primary School Equality Scheme (Single) – Autumn 2014

### The Specific Duties – Evidence of Equality Analysis Undertaken

The School considers how our policies and practices have furthered, or would further the aims of the General Duty. This includes details of the information considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy is reviewed with all staff at the beginning of the academic year and is part of the induction process. It is approved by the Governors and is available on the school website for parents. Behaviour is discussed with pupils at the beginning of each year. Class rules are agreed. Rewards and sanctions are monitored for adverse trends. Survey of how children feel are regularly held.	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices. The Parent Voice and School Council will be involved in discussions on this.
Anti-Bullying	The Anti-bullying Policy is annually reviewed by HT, staff & Governors. Pupils have an important role to play in the implementation of this policy in their role as friends and mentor support for all children new mid-year. Pupils discuss the meaning and effects of bullying as part of PSHE and in assembly.	Bullying Log is maintained.  Increased use of Mentors / Playground Friends to be considered for 2014-15
Equal Opportunities	The Equality Policy is reviewed annually by Governors and discussed with new members as part of their induction.	All staff are aware of their responsibilities.
Curriculum, Religious Education & SRE Policies	These policies are reviewed regularly and reflect our wider aims and values as well as our philosophy of learning and education. Values are discussed regularly in class and assemblies. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE.  Parents were invited as part of the consultation for our SRE Policy in Spring 2014. The SRE policy has been ratified by Governors.	Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models and ensure that all people are represented in our curriculum.
	Learning and Teaching is central to our work as a school	This is a continually evolving policy, underpinned by our



**St Mary's C of E Primary School**  
**Equality Scheme (Single) – Autumn 2014**

---

Learning and Teaching	and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually by LT members and ratified by Governors. There are regular lesson observations by teachers and peers.	Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations should have a regular focus on equality issues. The progress of pupils with certain characteristics are to be analysed in depth. Various groups are observed specifically in lesson observations to assess their progress.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including the Equality Policy. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment	Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already underway.	Policy should link closely to the Equality Policy and reflect the new requirements around Health Related questions in applications etc.(None allowed pre-interview now).



**St Mary's C of E Primary School**  
**Equality Scheme (Single) – Autumn 2014**

**The Specific Duties – Details of Engagement Undertaken – Stakeholders**

<b>Individual / Group engaged or consulted with.</b>	<b>Outline the nature of the engagement</b>	<b>Summarise outcomes from consultation</b>
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 feeling safe and well-looked after in school. There are virtually 0 reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.	Staff regularly identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Staff are involved in policy making.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. New governors attend training which includes their responsibilities towards equality.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	The majority of parents regularly liaise with the school through Friends events and consultation evenings. There is a small group (1%) of parents who are hard to reach. Annual questionnaires are used to ascertain views.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to improve our communications with all parents.



**St Mary's C of E Primary School**  
**Equality Scheme (Single) – Autumn 2014**

**The Specific Duties – Set and Publish Equality Objectives**

<b>Characteristic</b>	<b>Objective</b>	<b>Success criteria</b>	<b>Date for review</b>	<b>Responsibility</b>
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated in light of the Equalities Act and practices audited.	As policy schedule checklist.	HT / Chair of Governors / PIC / Assets / T and L committees
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	2014 - 15	Key Stage Leaders / Middle Leaders
Gender	To narrow the gap in attainment for boys and to identify trends of attainment for particular sub-groups based on race / disability etc.	Boys attainment continues to rise and meet targets.	Termly	HT / Assessment Co-ordinator
Disability (See Accessibility Plan for details)	Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding.	Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping. <b>See Checklist for schools and Governors and the definition of disability in the Accessibility Plan Appendices.</b>	2014-15	PSHE Co-ordinator
All	Interested stakeholders receive requisite training in a range of equalities / diversities issues.	CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality.	On going	HT
All	Seek to broaden and strengthen further our commitment to improved Quality Communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / Makaton / community languages etc.	On Going	HT / Governors / Office