



## Stanwell Fields CofE Primary School – SINGLE EQUALITY SCHEME

### The Specific Duties – a) Information Showing the School has complied with the General Duty

Duty	Actions Taken
<p><b>Eliminate conduct that is prohibited by the Act</b></p>	<ul style="list-style-type: none"> <li>• <b>The school has an Equalities Policy in place and the current required Equality Schemes and Disability Access Plan.</b></li> <li>• We have reviewed the whole school profile 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.</li> <li>• There are very few 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.</li> <li>• All staff have received training on EAL and Talk for writing. Individuals have received further training on how to support children with ASD within the class. Our parent volunteers have received guidance on how to support children with their reading and other learning within the class.</li> </ul>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<ul style="list-style-type: none"> <li>• Pupils who have particular needs are well supported in our school and they make progress in line with expectations.</li> <li>• There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is good. 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 to.</li> <li>• Our Anti-Bullying Policy has recently been reviewed with pupil and parent engagement and our Behaviour Policy is currently under review.</li> <li>• <b>The school has developed curriculum initiatives to advance equality, for example by introducing particular texts that facilitate learning around diversity themes.</b></li> <li>• Stanwell Fields is a member of Spelthorne Schools Together and we work with other schools in the borough to ensure equality of opportunity, for example introducing a Home School Link Worker who works across primary and secondary phases, working with the Confederation to support sustained progress in transition from primary to secondary school for all children, Spelthorne SENCO network and numerous programmes to support vulnerable children and families overcome barriers to education.</li> </ul>
<p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</b></p>	<ul style="list-style-type: none"> <li>• Equality and Inclusion are central to our school ethos. We enable pupils to focus on identifying and developing shared values. There are opportunities in Assemblies, PSHE, and RE as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension.</li> <li>• Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and</li> </ul>

	<p><i>the school contributes to a number of charities each year.</i></p> <ul style="list-style-type: none"> <li><i>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</i></li> <li><i>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.</i></li> </ul>
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### The Specific Duties – b) Publish Evidence of Equality Analysis Undertaken

<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated</b>	<b>Outcome of analysis (Examples shown below)</b>
<b>Behaviour</b>	<i>The policy is currently under review with engagement from pupils and parents through school council and questionnaires via parentmail. Rewards and Sanctions are monitored for adverse trends.</i>	<i>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.</i>
<b>Anti-Bullying</b>	<i>Annually reviewed by SLT &amp; Governors. Pupils have an important role to play in the implementation of this policy in their roles as mentors and playground friends.</i>	<i>Bullying Log is maintained, but this will be reviewed to have a clearer focus on issues pertaining to the Equality Act.</i>
<b>Equal Opportunities &amp; Equalities Policy</b>	<i>SST forum on equalities. Reviewed annually by Governors and named member of staff responsible for Equality Overview.</i>	<i>Policy complies with the requirements of the Equality Act, ensuring the protected characteristics are covered.</i>
<b>Curriculum, Religious Education &amp; SRE Policies</b>	<i>These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE (2012 – 2017). Our SRE policy is currently under review with a small working party consisting of teachers and Governors and Parent Governors</i>	<i>Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum. SRE should consider the implications of Civil Partnerships alongside other relationships and family groups.</i>
<b>Learning and Teaching</b>	<i>Learning and Teaching is central to our work as a school 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 Senior and Middle Leadership and ratified by Governors. There are regular lesson observations by teaches and peers.</i>	<i>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.</i>
<b>Safeguarding</b>	<i>A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.</i>	<i>Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.</i>
<b>Recruitment</b>	<i>We have adopted the Surrey Model policy which is reviewed annually by Governors and ensures that there is compliance with the new requirements of the Equalities Act.</i>	<i>Policy links closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.</i>

## The Specific Duties – c) Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
<b>Pupils</b>	<i>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.</i>	<i>Pupils report feeling safe and well-looked after in school. There are very few 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.</i>
<b>Staff</b>	<i>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.</i>	<i>Staff identify needs for on-going training and CPD in a range of areas, including Equality and Diversity.</i>
<b>Governors</b>	<i>Governors regularly review issues pertaining to equality and inclusion at meetings . There is a link Governor for Equality and Inclusion who has undertaken and completed training in September 2012.</i>	<i>Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.</i>
<b>Parents</b>	<i>A small number of parents regularly liaise with the school through PTA events but a much larger number, 85% do through consultation evenings. Annual questionnaires receive a low response rate of approximately 16%</i>	<i>Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to Quality Communications with all parents.</i>
<b>Support for Y6 children moving to secondary school</b>	<i>Working with Spelthorne Schools Together to support vulnerable children to make the transition from primary to secondary school whilst maintaining good progress in education.</i>	<i>Y6 Life Skills workshop booked for Summer Term 2012 SENCO to attend SENCO Marketplace on 18 June 2012 to discuss needs of School Action and School Action Plus children with relevant Secondary SENCO Transition Support Leaflet distributed to parents</i>
<b>Local police</b>	<i>Working alongside the police to establish a safe school and community.</i>	<i>Police have trained Y6 pupils in the Buddy Playground scheme and have advised and supported the school.</i>

## The Specific Duties – d) Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
<b>All</b>	<i>Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.</i>	<i>All policies reviewed and updated in light of the Equalities Act and practices audited.</i>	<i>April 2015</i>	<i>DHT / Chair of Governors</i>
<b>Race</b>	<i>Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.</i>	<i>Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.</i>	<i>April 2014</i>	<i>DHT / Middle Leaders</i>

<b>Gender</b>	<i>To narrow the gap in attainment for boys and to identify trends of attainment for particular subgroups based on race / disability etc.</i>	<i>Boys' attainment continues to rise and meet targets.</i>	<i>April 2013</i>	<i>HT</i>
<b>Disability</b>	<i>Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding</i>	<i>Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.</i>	<i>April 2014</i>	<i>SENCO</i>
<b>Economic background</b>	<i>Support families to overcome economic barriers to education to ensure equal access to all educational opportunities provided by the school.</i>	<i>Pupil premium used effectively to ensure all families and children have equal access to all learning opportunities provided by the school. Use of the SST Holiday Voucher scheme will help to subsidise holiday activities using our Pupil Premium. Our HSLW also has a range of solutions to support families in economic difficulty.</i>	<i>April 2014</i>	<i>HT/Governors/ HSLW</i>
<b>All</b>	<i>Interested stakeholders receive requisite training in a range of equalities / diversities issues.</i>	<i>CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality</i>	<i>April 2015</i>	<i>HT</i>
<b>All</b>	<i>Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders.</i>	<i>Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc.</i>	<i>April 2015</i>	<i>HT/ Governors</i>