



All Saints C of E Infant School

Single Equality Scheme

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 (for schools by December 2011 and then annually)
- Publish evidence of the equality analysis undertaken (for schools by December 2011 and then 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 (for schools by December 2011)
- Set and publish Equality Objectives (for schools by April 2012)

The Specific Duties – Information Showing the School has complied with the General Duty (by December 2011)

Duty	Actions Taken
<p>Eliminate conduct that is prohibited by the Act</p>	<p>We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a Church of England school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>There are no reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) if they were to occur they would be managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>The school has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan.</p>
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>Pupils who have particular needs are well supported in our school and they make progress in line with expectations.</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 to.</p> <p>Our Anti-Bullying and Behaviour Policies have recently been reviewed.</p>
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</p>	<p>Equality and Inclusion are central to our school ethos. 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> <p>One of our key priorities this year for our school development is; "to develop closer links with our local community". This demonstrates our commitment to working with all sections of our school community.</p>

The Specific Duties – Publish Evidence of Equality Analysis Undertaken (by December 2011)

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy has been reviewed recently with engagement from pupils and parents through school council and parents forum. Rewards and Sanctions are monitored for adverse trends.	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.
Anti-Bullying	Annually reviewed by SLT & Governors. Pupils have an important role to play in the implementation of this policy in their roles as mentors and playground friends.	Bullying Log is maintained, but this will be reviewed to have a clearer focus on issues pertaining to the Equality Act.
Equal Opportunities	Reviewed annually by Governors.	Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & SRE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. There is a focus on Values Led Education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE (2007 – 2011). Our SRE policy has been ratified by Governors and was agreed in consultation with parents through the parents forum and other communications.	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.

<p>Learning and Teaching</p>	<p>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 teachers and peers.</p>	<p>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.</p>
<p>Safeguarding</p>	<p>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.</p>	<p>Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.</p>
<p>Recruitment</p>	<p>Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already underway.</p>	<p>Policy should link closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.</p>

The Specific Duties – Publish Details of Engagement Undertaken (by December 2011)

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
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 no 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 identify 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 homophobic and transphobic language and behaviour.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. There is a link Governor (the Chair) for Equality and Inclusion.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	93% of parents regularly liaise with the school through PTA events and consultation evenings. There is a small group (1%) of parents who are hard to reach. Annual questionnaires receive a good (60%) response rate.	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.

The Specific Duties – Set and Publish Equality Objectives (by April 2012)

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 in light of the Equalities Act and practices audited.	April 2015	Ht/ Governors
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.	April 2014	HT / 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.	April 2013	HT
Disability	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.	April 2014	SENCO
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.	April 2015	HT
All	Seek to strengthen our communications with all stakeholder.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc.	April 2015	HT / Governors