



SINGLE EQUALITY POLICY AND SCHEME

THIS DOCUMENT sets out the school's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, members of our school community who are pregnant, undergoing or who have undergone gender reassignment.

IT WAS DEVELOPED through a process of consultation with teaching and non-teaching staff, governors and parents

IT WAS APPROVED by Governors in May 2012

THIS POLICY WILL BE REVIEWED as required.

Introduction

School Context

North Downs Primary school is a larger than average primary school based on 3 village sites in the neighbouring rural communities of Betchworth, Brockham and Leigh - lying below the North Downs in Surrey. Most of the children are of White British heritage and the proportion from minority ethnic groups is lower than the national average as is the number with English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average, as is the proportion in receipt of a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. Attendance is above the national and Surrey average and mobility is below the national average. There is a positive, caring ethos in the school and a good relationship with parents and the wider communities.

Aims and values

The aims of the school are to:

- Provide a secure and happy environment that supports the development of the whole child, academically, socially, physically, emotionally and morally.
- Promote respect for : oneself, others (irrespective of religion, ethnicity, gender, ability or disability) and the environment.
- Provide a broad, balanced, relevant and stimulating curriculum offering equality of opportunity and making the best use of resources at all 3 village sites.
- Set high expectations that create independent and motivated learners with a love of learning, so that each child achieves their full potential in all areas.
- Strengthen the partnerships between pupils, parents, staff, governors and the community and have pride in ourselves and the school.

- Secure strong links within and between each village community in order for the school to be part of the wider community.
- Develop confident young people who are willing to take risks and rise to challenges whilst taking responsibility for their choices and actions, in preparation for playing an active role in a diverse and ever changing world.

The School's approach to promoting equality

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through this policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) i.e. sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

At North Downs we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At North Downs we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

A Cohesive Community

The school draws pupils from the three village communities in which the three school sites are situated as well as other nearby villages such as Buckland, Newdigate, Charlwood and the nearby towns of Dorking and Reigate. Consequently the school is very conscious of its responsibility to achieve a cohesive community and the need to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure learning, teaching and the curriculum explores and addresses issues of diversity

As well as the geographical communities that it serves, the school recognises that it is part of many other communities including the community of Britain, the global community, communities of interest (e.g. environmental groups, faith groups, and ethnic or language groups), communities of friends. The school will work to promote understanding and respect for all these communities through curriculum provision, links with schools in other areas of Britain and abroad, inviting visitors to the school and assemblies.

Roles and Responsibilities

School Governors are responsible for:

- Making sure the school complies with current equality legislation.
- Making sure this policy and its procedures are followed.

The headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents and carers know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and racial discrimination.

All school staff are responsible for:

- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.
- Promoting equality and avoiding discrimination.
- Keeping up to date with law on discrimination and taking up training and learning opportunities.

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- Keeping equality on the Parents/Teachers Association agenda through a shared input with staff on developing policies relating to this area.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying
- ensuring the above is explicit within our home school Policy

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Specific Duties

Monitoring, reviewing and assessing impact

The Headteacher and the Children, Learning and Achievement Committee of the Governing Body are responsible for equality and monitoring outcomes. This policy is supported by a Single Equality Scheme (at the end of this document), linked to the School Improvement Plan. It is monitored regularly and reviewed by staff and governors through a range of activities to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning a decision making. The policy is monitored through:

- Progress and attainment of significant groups of pupils.
- Behaviour discipline and exclusion.
- Pupils personal development and pastoral care.
- Learning and teaching.
- Admission and attendance.
- Staff recruitment and personal development.
- Partnerships with parents, carers and communities.
- Chair of Governors monitors all recorded incidents on a termly basis.

In general the principles of equality apply to all other school policies.

Source:

Babcock Guidance for Schools 2011 Implementing the Equality Act (2010) and developing the Single Equality Scheme in Surrey Schools

Status of Policy	Date
Authored by: Babcock	January 2012
Policy created	April 2012
Agreed by Governors	March 2012
Review	Four yearly

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

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 community school that serves a number of local communities whilst recognising that our children also belong to a society and wider world that is diverse and multi-cultural..</p> <p>Over the past two years we have been looking particularly at Community Cohesion as the two schools came together as one and a number of local communities are now represented in our school community. This work has included INSET for staff, governors and engagement with parents.</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 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 with pupil and parent engagement.</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, PSHCE, Geography 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>Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community.</p>

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The Specific Duties - Publish Evidence of Equality Analysis Undertaken

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	This is now part of the Behaviour Policy and is annually reviewed by SLT & Governors. Pupils have an important role to play in the implementation of this policy and it is revisited regularly in assemblies, school council and PSHE.	Bullying Log is maintained, 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.. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Our SRE policy has been ratified by Governors and was agreed in consultation with parents through the parents forum and other	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.

	communications.	
Learning and Teaching	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 SLT, teachers and external advisors .	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations should include a regular focus on equality issues.
Safeguarding	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.	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 Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.

The Specific Duties - Publish Details of Engagement Undertaken

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.	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 identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Although not an identified problem, staff may benefit from training to deal more confidently with managing homophobic language and behaviour.
Governors	Governors regularly review issues and scrutinise data pertaining to equality and inclusion at meetings. There is a link Governor for Equality and Inclusion.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	53% 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 receive a high (93%) 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 and strive to reach the 1% of parents currently not reached.

The Specific Duties - Set and Publish Equality Objectives

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/DHT / Chair of 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/DHT / 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/SENCo
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 broaden and strengthen further our commitment to quality communications with all	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg	April 2015	HT / Governors / Admin staff

	stakeholder.	Braille / community languages etc.		
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