

## **SINGLE EQUALITY SCHEME FOR CRAWLEY RIDGE INFANT SCHOOL 2017-2018**

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 ( except where relevant for 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 – a) Information Showing the School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> <li>• We reviewed equality issues as part of a whole school development and policy review</li> <li>• Undertake and review response to Parent and Staff annual questionnaire and any comments from interviews with children</li> <li>• There have been no reports of racial incidents or bullying behaviour</li> <li>• The school has a Single Equality Policy in place</li> </ul>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> <li>• Pupils with particular needs are well supported in our school. Pupils identified attain above national expectations</li> <li>• There are established and effective monitoring systems in place to track pupil achievement and progress. Care guidance and support is outstanding. Intervention is planned and implemented for individual groups, with finance directed towards need – eg SEN, Pupil Premium.</li> <li>• Pupils report that they feel safe in school and that their views are listened to</li> <li>• Our Behaviour and Anti-Bullying policies are reviewed annually</li> </ul>
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"> <li>• We have very strong values embedded in the school and equality and inclusion are central to our ethos. Assemblies, PSHE and the curriculum enable children to learn about difference, diversity and respect.</li> <li>• Pupils regularly participate in events that raise awareness of diversity eg charity events, enterprise project, Assemblies</li> <li>• We aim for quality communication with all our stake holders</li> <li>• Our school council includes elected representative from each KS1 class and Reception children join in the summer term.</li> </ul>

### The Specific Duties – b) 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.

<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated</b>	<b>Outcome of analysis</b>
Behaviour Policy	The policy is reviewed annually with all staff and governors. Behaviour is monitored by class teachers and the SLT Parent questionnaire comments	There are no adverse trends. Where there are specific difficulties we involve the Behaviour Support team. We will continue to review the Behaviour Policy each year.
Anti-Bullying	Annually reviewed by all staff and governors.	There have been no reports of bullying incidents
Equal Opportunities	The policy is reviewed on a two year cycle by governors	The Single Equality Policy and this Single Equality Scheme will be reviewed annually
Curriculum, RE and RSE policies	The policies are reviewed by teaching staff and governors on a two year cycle. The RE policy is based on the Surrey locally agreed syllabus	Policies will continue to be reviewed in light of the Equality Act.
Learning and teaching	Learning and teaching is central to our school and our policy clearly reflects our vision and values for all children to be considered as unique and to ensure that all have equal opportunities.	Learning and teaching is monitored closely by the Headteacher. Subject leaders/year group leaders monitor standards in their own subjects and report to governors each year.
Safeguarding	The policy is reviewed each year and updated to reflect any changes in legislation	All statutory requirements were reviewed in detail in Sept 16 and all are in place. DSLs and all staff attend the relevant training in the prescribed time scale. Safeguarding training reflects any equality issues. See Safeguarding file for details
Recruitment and Selection	The policy is reviewed on a two year cycle.	The requirements for health related questions are recognised and have been added to the policy. A policy is in place based on the model Babcock policy.

## 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
Pupils	Pupils are involved in decision making through the School Council, class discussion, whole school discussion and interviews with the headteacher.	Pupils report that they feel safe and well cared for in school. There are no reported incidents of bullying and established policies and procedures for dealing with poor behaviour.
Staff	Staff are regularly consulted and there is a culture of openness Shared accountability means that all are able to make their contribution to improving pupil outcomes	No particular areas have been identified to date
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school
Parents	The school has very good relationships with parents and there are many opportunities for parents to raise any concerns with teaching staff of the Headteacher. The annual questionnaire response is high and the level of satisfaction is in the highest category (NS1 2017 delighted)	We continue to seek quality communications with our parents.

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

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all policies and procedures in line with equality issues	All policies reviewed in light of the Equalities Act ( All compliant as at Aut14) Evaluate current status against set targets Close gap and review	By summer 18	Head and governors
Race	Pupils gain greater awareness of racial diversity <ul style="list-style-type: none"> <li>• Introduce regular assemblies on other countries and cultures</li> <li>• Invite parents from other cultures to contribute to children’s awareness</li> </ul>	Geography and Assemblies add further to the global dimension Appropriate global events discussed in school.	Summer 18	Head and subject leader
Gender	Continue to review achievement data against gender and narrow the gap when trends identified	Review planning of new KS1 curriculum to address any gender needs. Introduce new resources	Summer 18	Head and teaching staff
Disability	Raise awareness and develop a positive understanding of disability by planned events that are suitable for their age and development eg guide dog	Regular planned events to raise awareness and develop understanding	Summer 18	Head
All	Regular awareness raising for staff in challenging prejudice and promoting equality	CPD planning	Summer 18	Head