



Chandlers Field Primary School Equality Scheme 2017- 2021

Date of policy: Autumn Term 2017
Date for review: Autumn Term 2021
Policy written by: The Head Teacher
Policy approved by: The Governing Board

Chandlers Field School's Single Equality Scheme is based on Surrey County Council guidance and 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 as a relevant characteristic for School as an employer, but not in relations to pupils

The General Duty

- To eliminate conduct that is prohibited by the Equality Act (2010)
- To advance equality of opportunity between people who share a protected characteristic and people who do not share it
- To 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>	<ul style="list-style-type: none"> • We have revisited the importance of equality with the whole staff, informing them about the new legislation and its implications for schools. • We have engaged pupils and staff and recognise that parents and governors need to be involved. • There are very few reported incidents of prejudiced based bullying. • Our values are promoted through the home-school agreement, assemblies and class rules, and are related to our PHSE programmes (SEAL and the Nurturing Programme). • Equal opportunities are in place and there is an Access Plan which is currently being up-dated. • There are clear procedures for managing complaints, and for logging racist incidents and incidents of prejudice based bullying.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • We always use positive language when talking with and about children and others. • Care Guidance and Support for pupils is consistently good. • The school provides additional funding for LSAs from the school budget to support individual children. • We have a Wellbeing Team • We have created a Wellbeing Room. • Our Behaviour Policy is followed closely by all staff.

	<ul style="list-style-type: none"> • Children with English as an additional language make at least expected progress. • Children with SEN make expected progress.
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"> • Children are generally accepting and accommodating of children with disabilities. • We have staff representatives of the community including Bangladeshi, Polish and Caribbean. • We have close links with REMA. • We have a school wide International Week each year and have the International School Award. • We have an annual Feeling Good Week across the school. • We contribute regularly to charities chosen and organised by the School Council.

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 is to be reviewed with engagement from pupils and parents through School Council, pupil and parent questionnaires.	Need to begin to analyse any trends relating to pupil groups/characteristics.
Anti-Bullying	This policy has been reviewed by the Wellbeing Committee which comprises staff, parents and governors	The Bullying Log is maintained. Racist incidents are logged.

	There are three school rules and the home-school agreement which support this policy.	
Learning and Teaching	<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.</p> <p>There are regular lesson observations by teachers and peers using Ofsted evaluation criteria.</p> <p>Pupil progress meetings take place half termly. These highlight gender, EAL and SEN status.</p> <p>INSET and CPD for all staff regularly focus on issues such as support for behaviour, EAL and other needs.</p> <p>There is a culture of inclusion for SEN and disabled pupils, with out of class interventions carefully targeted and progress evidenced, but with the bulk of support taking place within the classroom.</p> <p>Pupils with significant behaviour needs, including ADHD, have pastoral support plans to minimise the risk of exclusion. These have been successful in many cases.</p>	<p>This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion.</p> <p>.</p>
Attendance	<p>We have amended our Attendance Policy because attendance needed to be improved.</p> <p>Our Home-School Support Administrator monitors it closely. We have rewards for good attendance.</p> <p>Persistent absentees and lates are targeted by daily checks and phone calls if absent or late.</p>	<p>Medical appointments are authorised but absences for religious observance are considered on a case by case basis.</p> <p>Holidays are not approved.</p>

Safeguarding	Child Protection is a core policy and area of practice and is reviewed annually. It is closely linked to many others, including Speaking Out,, ICT e-safety, Anti Bullying and Protecting Vulnerable Pupils. Training for all staff is kept up-to-date.	Continue to ensure that all staff have access to quality safeguarding training Staff are issued with guidance on Lone Working (where appropriate) and Safe Working
Recruitment	We follow Surrey procedures and guidelines.	Reflects the new requirements around health related questions in applications etc. Many members of staff and governors have received Safer Recruitment training.

The Specific Duties – Publish Details of Engagement Undertaken

Individual/Group engaged or consulted with	Outline the nature of the engagement	Summarise outcomes from consultation
Staff	Staff are regularly consulted with and all are able to make their contribution to improving pupil outcomes and well-being. Staff are involved in pupil progress meetings, annual and other review meetings.	Staff identify issues and any needs for ongoing training and CPD in a range of areas, including Inclusion and Equality.
Pupils	Pupils are increasingly involved in the decision making procedures of the school, mainly through School Council. Children with SEN, disability and other identified characteristics are proactively targeted for inclusion in clubs.	Pupils report feeling safe and well-looked after in school as mentioned in Ofsted report. Incidents of prejudice related bullying are very rare 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.

Governors	Governors regularly review issues pertaining to equality and inclusion at meetings with school leaders.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive, equal opportunities school.
Parents	<p>SLT representatives are available in the playground morning and afternoons so that parents can raise any issues.</p> <p>We have a website, weekly newsletters and many parents have signed up to ParentMail.</p> <p>Parents are invited to PTA meetings and events.</p> <p>Parents are invited to class assemblies, school performances, open days, parent consultations, Annual Reviews and the annual picnic. Staff are also available before or after school and by appointment.</p> <p>We have Bengali and Polish staff who translate both written material and during meetings with parents.</p> <p>Disabled parking bays are available for blue badge holders.</p>	We need to try to reach more parents than the core few keen PTA parents.

The Specific Duties – Set and publish equality objectives

Characteristics	Objective	Success criteria	Date for review	Responsibility
All	Include equality in all policy and practice reviews to identify equalities issues and impact. Further engage and involve parents and children. Staff and governors to be trained in equality/diversity. Ensure equality of access to clubs, monitor and analyse.	Planning, resources and displays will reflect positive examples and no stereotypes. Pupils and parents will have discussed and contributed. All aware of implications and able to promote equality and challenge discrimination.	From now and completed by end 2014. Further reviewed within regular monitoring cycle.	HT/AHTs and Leadership/ Governors
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities. Monitor the uptake of responsibilities eg School Council	Lesson resources and assemblies etc provide regular opportunities for pupils to learn about racial and cultural diversity as well as their own cultural backgrounds. Fair, proportionate representation.	April 2014	SLT/Governors
Gender	Monitor the sharing of responsibilities	Fair, proportionate representation.	On-going Review Spring 2014	SLT/Governors
Disability	To ensure that there are no negative stereotypes of any disability within the school and positive understanding of and attitude to all kinds of disability is actively promoted.	Reviews identify a number of positive examples of disability and no negative stereotyping. Resources and communications available for a range of disabilities.	Review Spring 2014	SLT/Governors

Other: EAL, SEN, Background (eg FSM)	We monitor all groups to ensure there are no significant differences in achievement.	No significant differences in achievements between and within groups. Ensuring that Pupil Premium is used to narrow achievement gap for appropriate groups.	Review Autumn 2013	SLT/Governors
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