



Darell Primary and Nursery School

Single Equality Scheme

The Status of the policy: Statutory

Purpose: The Single Equality Scheme explains the school's duty under the Equality Act (2010) to promote equality and provides information about how the school meets its Equality Objectives.

Equal Opportunities Statement: We positively celebrate diversity and inclusion is core to Darell's ethos. In addition, the Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is our aim that no-one at Darell should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.



Links with other policies:

Accessibility Plan
SEND Report
Behaviour Policy
Anti-Bullying Policy

Monitoring and evaluation: The policy will be updated annually and reviewed every four years by Welcome Committee.

Date of approval by governing body: January 2017

Date of next review: January 2021

<p>Signed:</p>  <p>Chair of Welcome Committee</p>	<p>Signed:</p>  <p>Headteacher</p>
--	---

If you require a copy of this document in large print, Braille, audio format, or paper, please contact the School Office.

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 relation 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 annually
- Publish evidence of the equality analysis undertaken 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
- Set and publish Equality Objectives.

The Specific Duties a) 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 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. • The school focuses on our FAMILY values and teaching children the Five R's. • 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. • The school has an Equal Opportunities Statement in place and the current required Equality Schemes and Accessibility Plan. • Our three school rules are widely promoted through assemblies, our Behaviour Policy and related to our PSHE programme (based on SEAL topics). • There are clear procedures for managing complaints, 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"> • Pupils who have particular needs are well supported in our school and they make progress in line with expectations. • 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 are confident to express their views and concerns at school and that their views are listened to. • Our Anti-Bullying and Behaviour policies have recently been reviewed with pupil and parent engagement.
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> • 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. • 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. • We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media eg. weekly newsletters, Teachers2Parents texting and emailing to parents, parent forum meetings and our website www.darell.richmond.sch.uk • 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.

The Specific Duties b) Publish evidence of Equality Analysis Undertaken

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy is regularly reviewed with engagement from pupils and parents through the school council and parent forums. 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 and Governors, with engagement from parents and pupils. Pupils have an important role to play in the implementation of this policy in their roles as an appointed 'Buddy' and playground friends.	A Bullying Log is maintained alongside a log of Racist Incidents. This has a clear focus on issues pertaining to the Equality Act.
Equal Opportunities Statement	Reviewed annually by Governors.	The statement will be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & PSHE Policies	These policies are reviewed regularly and reflect our wider aims and values, as well as our philosophy of learning and education. There is a strong emphasis placed on British Values which is reflected throughout the school	We reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded we ensure that all people are represented in our curriculum.
Teaching and Learning	Teaching and Learning is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunities 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.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations have a regular focus on equality issues.
Safeguarding	A core policy and area of practice and again, closely linked to many others, including Equal Opportunities Statement. Annually reviewed and monitored by Governors. Constantly updated to reflect	Continue to ensure that all staff have access to quality safeguarding training and that this reflects issues pertaining to Equality.

	changes in legislation and practice. Training for all staff is kept up to date. We have robust safeguarding processes in place for all staff and visitors to the school.	
Recruitment and Selection	Regularly reviewed by Governors and the changes to ensure the compliance with the new requirements of the Equalities Act are already part of the school's practice.	Policy links to the Equal Opportunities Statement and reflects the new requirements around Health Related questions in applications etc.

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 increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council, class discussion, group consultation and questionnaires etc.	Pupils report they enjoy their learning and feel 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 school life and their ideas are listened to.
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.
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	Parents regularly liaise with the school through PSA (Parents Staff Association) events and consultation evenings. There is a small group of parents who attend our weekly coffee morning with Riverbank Trust. Some of these mornings are drop in mornings where others have a guest speaker or have a forum for discussion relating to issues around SEN eg. sleep patterns, medication, ADHD, dyspraxia.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to the inclusion. We will seek to strengthen our commitment to quality communications with all parents. Parents have the opportunity to share their experiences and support others.

The Specific Duties d) 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.	According to policy timetable.	SLT / 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.	Assemblies 2017 October 2017- Show Racism the Red Card	SLT/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.	Termly	SLT
Disability	Steps are taken to reduce and/or eliminate negative stereotypes of disability across the school and to promote positive understanding.	Formal and informal lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.	March 2017 Autism Awareness Week	Inclusion Leader
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 2017 INSET	HT
All	Seek to broaden and strengthen further our commitment to quality Communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg. Braille / community languages etc	On-going review in July 2017	HT / Governors

Source:

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