

FETCHAM VILLAGE INFANT SCHOOL SINGLE EQUALITY SCHEME - updated Spring 2021 (Review due Spring 2024)

Fetcham Village Infant School's Single Equality Scheme takes into consideration the 'General' and 'Specific' statutory 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
- The school considers age as a relevant characteristic in its role as employer, but not in relation to pupils.

The General Duty

The school recognise its '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 the school has 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 it undertook in developing their Equality Objectives.
- Set and publish Equality Objectives.

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>The school self-evaluates and underlines 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 has achieved recognition as a Values-led community. 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 Equalities Policy in place and the current required Equality Scheme 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 needs are well supported in our school and they make good progress which is at least in line with expectations. There are established and effective monitoring systems in place to track pupil attainment. Care, guidance, and support are outstanding. Groups and individuals are tracked, and teachers are careful to intervene to prevent incidents of negative behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to. Our Behaviour Management and Anti-Bullying Policies are reviewed annually.</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. Values-led education enables pupils to focus on identifying and developing shared values. 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 several 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. As a school we believe in leadership at all levels. Our School Council and Eco Committee are democratically appointed and are broadly reflective of the existing diversity of the school community.</p>

The Specific Duties - Evidence of Equality Analysis Undertaken

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour Management	The policy is reviewed annually with engagement from staff, governors, pupils, and parents.	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 policy is annually reviewed by staff, governors, pupils and parents. Both pupils and adults have an important role to play in the implementation of this policy in their roles as individuals demonstrating our Values ethos.	The Bullying Log is maintained with a clear focus on the Equality Act.
Equalities	The Single Equality Scheme will be reviewed annually by staff and governors. The Equality policy will be reviewed every three years by staff, governors, pupils and parents.	The Equality policy will be reviewed to ensure that it complies with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & SRE Policies Note- Sex education is not taught in Primary School apart from through the Science Curriculum. Relationships are taught through PSHE.	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. Our SRE policy has been ratified by Governors and was agreed by parents and staff.	All policies have an inclusion statement and monitoring needs to have a regular focus on equality issues.

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 opportunity to access the curriculum through the teaching styles used. This policy is reviewed annually by all staff and approved by governors. There is a range of monitoring to inform our judgement of teaching over time.	This is a continually evolving policy, underpinned by our Values, as well as our commitment to equality and inclusion. Monitoring needs to have a regular focus on equality issues.
Child Protection (Safeguarding)	A core policy and area of practice; again closely linked to many others, including Equalities. This policy is annually reviewed by governors and staff. It is 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, Promotion and Retention	Reviewed by governors annually	Continue to ensure this policy links closely to the Equalities policy and reflects the requirements around Health related questions in applications etc.

The Specific Duties - 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, and Eco Committee 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 negative behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively. They fully understand our school Values and all work really hard to follow them.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all can make their contribution to improving pupil outcomes and well-being.	Staff are fully committed to being proactive in asking for support and training as needed if it is not highlighted as a whole school or team focus. The Appraisal process is used effectively to ensure staff are given time to set and review personal targets and next steps.
Governors	Governors review issues pertaining to equality and inclusion at meetings and actively support the school's inclusive ethos.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents and other stakeholders	Parents regularly liaise with the school through the Friends Association events, workshops, and consultation evenings, as well as specific meetings when necessary. Parent questionnaires receive a high response rate.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to further strengthen our commitment to quality communications.

The Specific Duties - Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equality issues, implement recommendations and measure impact.	All policies reviewed and updated considering the Equalities Act and practices audited. Policies are seen being rigorously implemented.	As each policy is reviewed, following set timetable	HT / Chairs of Governors and Committees
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.	On review of Equalities Policy	HT/ SLT/Subject Leaders/Teachers
Gender	To narrow the gender gap in attainment and to identify trends of attainment for sub-groups based on race / disability etc.	Attainment and progress of girls in math's continues to rise by the end of KS1. Attainment and progress of KS1 boys in writing rises in line with girls.	Annually when reviewing Single Equality Scheme	HT/ SLT/Assessment Leader/English and math's subject leaders
Disability	See accessibility plan			
All	Interested stakeholders receive requisite training in a range of equality / diversity issues.	CPD / INSET delivered to staff / governors / parents/ carers as required to promote confidence in challenging prejudice and promoting equality.	On review of Equalities Policy	HT/SLT
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 e.g. Braille / community languages etc. where appropriate	Annually when reviewing Single Equality Scheme	HT / Governors