

## Guildford Grove Primary School– Single Equality Scheme

### The Specific Duties - a) Information Showing that Guildford Grove Primary School has complied with the General Duty

Duty	Actions Taken
<b>Eliminate conduct that is prohibited by the Act</b>	<ul style="list-style-type: none"> <li>• We have reviewed the whole school profile and revisited and understand the importance of inclusion in a community school. We recognise that our children belong to a society and a world that is diverse and multi-cultural.</li> <li>• 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.</li> <li>• The school has an Equality Policy in place and the current required Accessibility Plan.</li> <li>• Pupils who have particular needs (including Looked After Children) are well supported in our school and they make progress in line with expectations in relation to their individual starting points.</li> </ul>
<b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b>	<ul style="list-style-type: none"> <li>• Pupils who have particular needs are well supported in our school and they make progress in line with expectations.</li> <li>• We make reasonable adjustments for disabled children, staff and stakeholders and Looked After Children.</li> <li>• There are established and effective monitoring systems in place to track pupil attainment.</li> <li>• Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of poor behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to.</li> <li>• Our Anti-Bullying and Behaviour Policies have recently been reviewed. Areas where children are less happy are a focus for our School Council to work on.</li> </ul>
<b>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it</b>	<ul style="list-style-type: none"> <li>• Equality and Inclusion are central to our school ethos. Our Personal, Social and Health Education (PSHE) curriculum enables pupils to focus on identifying and developing shared values. There are opportunities in assemblies and PSHE, as well as other lessons, to learn about difference and diversity, both in our own community and others including the global dimension.</li> <li>• The whole school also learns about aspects of other countries and cultures in our “Wonderful World Week”.</li> <li>• We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. We have an adapted School Prospectus which is more accessible for parents who have English as an additional language.</li> </ul>

## The Specific Duties – b) Publish Evidence of Equality Analysis Undertaken

Policy/Practice Considered	How the Policy/Practice was evaluated	Outcome of analysis
<p><b>Behaviour</b></p>	<p>The policy is reviewed annually and displayed on our school website. Teachers are trained to use a 'kit bag' of resources to manage pupil behaviour. Teachers log behaviour causing concern via CPOMs.</p> <p>Children causing concern are discussed in weekly staff briefings and recorded in the minutes. This includes children who may not be living at home with their birth parents (e.g Looked After Children).</p> <p>Annually, the children's views on behaviour are audited in the Learners' Audit. Annually, the parents' views are audited in the Parents' Questionnaire.</p> <p>Governors have, , monitored behaviour in the classroom and made observations on attitudes to learning in the Termly Governors' Monitoring Mornings.</p>	<p>The policy will continue to be reviewed annually in order to ensure that it complies with best practice and wider school policies in order to make sure there is a clear focus on issues pertaining to the Equality Act.</p> <p>All staff are kept fully informed and supported on how best to manage their needs and any aspects of discrimination are dealt with by senior leaders.</p> <p>Results are analysed each year and findings are reported back to the Governing Body. Further actions are targeted. Results are analysed and published to both teachers and parents by the chair of Governors.</p> <p>Governors are able to monitor the effectiveness of the Behaviour Policy.</p>
<p><b>Anti-Bullying</b></p>	<p>The Anti-bullying policy is reviewed annually involving the PSHE co-ordinators and school council. The policy is ratified by the Governing Body and is published on the school website. The Headteachers and Senior Leadership team monitor any bullying incidents through CPOMs. Specific incidents of on-going bullying on issues pertaining to the Equality Act or racial harassment and homophobia are highlighted using the category section on CPOMs and</p>	<p>To undertake a school community workshop which will include a representative sample of parents to review the policy in the next cycle.</p> <p>PSHE co-ordinators will investigate and purchase relevant curriculum materials which support the teaching on issues pertaining to the Equality Act.</p>

	<p>analysed each year. We comply with the Local Authority requirement to report these annually.</p> <p>There is a robust PSHE curriculum (in guidance with the PSHE association) in place which teaches the children about how to manage bullying.</p> <p>Annual Anti-bullying weeks are planned to reflect both school, local and national need.</p>	<p>PSHE co-ordinators will continue to monitor teaching about bullying throughout the school and the implementation of the updated curriculum guidance</p>
<b>Equal Opportunities</b>	<p>Reviewed annually by staff and then Governors.</p>	<p>Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</p>
<b>Curriculum, Religious Education (RE) &amp; Sex and Relationships Education (SRE) Policies.</b>	<p>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.</p>	<p>Parents need to be included in the review of the SRE policy.</p>
<b>Learning and Teaching</b>	<p>We ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually by the whole staff and ratified by the Governors. There are regular lesson observations by teachers and peers.</p>	<p>This is a continually evolving policy, underpinned by our aims, vision and values, as well as our commitment to Equality and Inclusion. Lesson observations should have a regular focus on equality issues.</p>
<b>Safeguarding</b>	<p>Our safeguarding portfolio collates together approximately 35 policies (cross referenced where necessary) relating to safeguarding. These are annually/ biannually reviewed and monitored by the Governors; they are regularly updated to reflect changes in legislation and practice.</p> <p>Reports are made on safeguarding each term to the Full Governing Body meeting. A safeguarding statement is made available for all visitors/multi-professionals/ students visiting the school.</p>	<p>Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues relevant to Equality.</p> <p>Continue to adhere to the annual safeguarding monitoring cycle.</p>

	<p>The school council meet each year with the Chair of Governors and they have the opportunity to contact hershould they need to .</p> <p>Each year, the school council undertake a Learners' Audit where they ask the children about how safe they feel at school.</p> <p>The parents' questionnaire asks parents each year about behaviour, bullying and the care guidance and support their children receive.</p> <p>There is a thorough curriculum which teaches the children about how to keep themselves safe – this includes Online Safety.</p> <p>We have a full time Home School Link Worker whose role is to support families in overcoming barriers.</p> <p>All staff are trained in safeguarding and we meet all statutory regulations in keeping this training current.</p>	
<b>Recruitment</b>	<p>The Recruitment and Selection Policy is reviewed annually by Governors. It is modelled on a policy provided by the Local Authority.</p>	<p>By reviewing and updating the policy annually using the model policy provided by the Local Authority, this ensures compliance with the requirements of the Equality Act.</p>

## The Specific Duties – c) Publish Details of Engagement Undertaken

Individual/Group engaged or consulted with	Nature of engagement	Summary of outcomes from consultation
<b>Pupils</b>	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. The School Council analyse the Learners' Audit and interview candidates for teaching posts.	Pupils report feeling safe and 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 the life of the school and their ideas are listened to attentively. Where pupils have identified areas that they are not happy with, the school council plan how to implement change.
<b>Staff</b>	Staff are regularly consulted 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 continuing needs for on-going training and Continuing Professional Development in a range of areas.
<b>Governors</b>	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.
<b>Parents</b>	Parents regularly liaise with school through consultation evenings and annual questionnaires.	Parents recognise and value the inclusive ethos of the school and our commitment to inclusion.
<b>Lighthouse</b>	"Deaf Awareness' (consisting of training in appropriate communication skills/adaptation of the curriculum) is promoted throughout the school through annual staff training, consultation between teachers of the deaf and class teachers, sessions for hearing pupils in classes and sign language club for pupils. Full curriculum access is advanced through the introduction of provision maps tailor-made for deaf pupils with a range of additional needs. Such programmes can include cross-curricular learning, differentiated sessions linked to Performance Scales for pupils with special educational needs and the inclusion of physiotherapy or occupational therapy. Teachers of the deaf monitor access to the curriculum and ensure breadth of exposure. Access to extra-curricular activities is also	All staff have basic knowledge in the difficulties faced by deaf children/adults and how to communicate appropriately.  Progress against the Performance Scales are monitored through B-Squared.  Additional funding is sought for deaf pupils needing greater adaptations to the curriculum than can be provided in class. Specialist teaching is offered in foundation subjects for pupils with complex needs.  Input from the Lighthouse teaching team is sought in decision-making about school improvement, maximising equality of access for deaf pupils.

	<p>sought, e.g. sign communication is provided for clubs and playground markings were adapted for wheelchair/walker users.</p> <p>Appropriate access for wheelchair/walker users is achieved through consultation with colleagues responsible for premises management.</p>	<p>Accessibility assessed in consultation with physical support assistant(s) from the Lighthouse and premises team.</p>
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## The Specific Duties – d) Set and Publish Equality Objectives

Characteristic	Objective	Success criteria
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.
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources, reading books and assemblies etc. provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own. It also enables ethnic minority pupils in the school to celebrate their cultures publicly and feel a heightened sense of inclusion within the whole school.
All	<p>Attainment of all pupils, including pupil groups, is monitored and reviewed three times a year. Any differences in attainment between boys, girls, those entitled to Free School Meals and those with English as an Additional Language and those with Special Educational Needs are noted, and actions put in place to narrow the attainment gap between them and their peers. We also meet specifically to look at progress and attainment for children who have special educational needs and/or disability.</p> <p>Attainment of those from all ethnic backgrounds is reviewed after publication of ASP data annually.</p> <p>All pupils are set equally challenging individual targets for attainment, regardless of background, race, gender, age, etc.</p>	<p>Attainment of pupil groups is closely in line with attainment of the whole class/year/school population. Any specific groups that are targeted make accelerated progress and their attainment is close to, equal to or exceeds the attainment of their peer group.</p> <p>There are no negative trends of attainment e.g. attainment of particular ethnic groups is not inexplicably below that of the White British population.</p> <p>The majority of pupils reach or exceed their own personal attainment targets.</p>
Disability	Steps are taken to reduce and/or eliminate negative stereotypes of disability across the school and to promote positive understanding.	Everyday culture. The children are very used to having peers with profound disabilities and positive relationships develop from this.
All	Interested stakeholders receive requisite training in a range of equalities/ diversities issues.	Continuing Professional Development/In Service Training (INSET) delivered to staff and Governors as required to promote confidence in challenging prejudice and promoting equality e.g. deaf awareness training
All	Seek to broaden and strengthen further our commitment to communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. E.g. interpreters for deaf children and staff, amended School Prospectus for

		parents who have English as an additional language.
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