

SINGLE EQUALITY SCHEME ST MICHAEL'S PRIMARY SCHOOL

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"> • <i>The school has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan</i> • <i>There are virtually 0 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.</i>
<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"> • <i>Pupils who have particular needs are well supported in our school and they make progress in line with expectations and above the national average</i> • <i>There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to.</i> • <i>Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parent engagement.</i> • <i>The school has developed curriculum initiatives to advance equality, for example by introducing particular texts that facilitate learning around diversity themes.</i> • <i>St Michael's School is a member of Spelthorne Schools Together and we work with other schools in the borough to ensure equality of opportunity, for example introducing a Home School Link Worker who works across primary and secondary phases, working with the Confederation to support sustained progress in transition from primary to secondary school for all children, Spelthorne SENCO network and numerous programmes to support vulnerable children and families overcome barriers to education.</i>
<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"> • <i>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.</i> • <i>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.</i> • <i>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</i> • <i>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.</i>

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

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
<p>Behaviour</p>	<p><i>The policy has been reviewed recently with engagement from pupils and parents through school council and parents forum. Rewards and Sanctions are monitored for adverse trends.</i></p>	<p><i>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.</i></p>
<p>Anti-Bullying</p>	<p><i>Annually reviewed by SLT & Governors. Pupils have an important role to play in the implementation of this policy in their roles as mentors and playground friends.</i></p>	<p><i>Bullying Log is maintained, but this will be reviewed to have a clearer focus on issues pertaining to the Equality Act.</i></p>

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Equal Opportunities	<i>Reviewed annually by Governors and named member of staff responsible for Equality Overview.</i>	<i>Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</i>
Curriculum, Religious Education & SRE Policies	<i>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 teachings of the Catholic church. Our SRE policy has been ratified by Governors and was agreed in consultation with parents through the parents forum and other communications.</i>	<i>Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum. SRE should consider the implications of Civil Partnerships alongside other relationships and family groups.</i>
Learning and Teaching	<i>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. There are regular lesson observations by teachers and peers.</i>	<i>This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations should have a regular focus on equality issues.</i>
Safeguarding	<i>A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.</i>	<i>Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.</i>
Recruitment	<i>Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already underway.</i>	<i>Policy should link closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.</i>

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	<i>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 etc.</i>	<i>Pupils report feeling safe and well-looked after in school. There are virtually 0 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.</i>
Staff	<i>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.</i>	<i>Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Although not an identified problem, staff would like to be able to deal more confidently with more uncharted areas of diversity, particularly managing homophobic and trans phobic language and behaviour.</i>

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Governors	<i>Governors regularly review issues pertaining to equality and Inclusion. There is a link Governor (the Chair) for Equality and Inclusion.</i>	<i>Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.</i>
Parents	<i>98%of parents regularly liaise with the school through PTA events and consultation evenings. There is a small group 2% of parents who are hard to reach. Annual questionnaires receive a response rate of 60%</i>	<i>Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to Quality Communications with all parents.</i>
Gender Identity Research and Education Service / Tavistock and Palmer Hospital	<i>Ongoing and initiated to provide support for a pupils with Gender Identity Disorder. Consulted to ensure that policy and effective practice is in place to provide effective support for pupil and parents.</i>	<i>All policies and practice reviewed and relevant staff informed of developments as appropriate. Guidance on how to manage the attitudes and behaviours of others also provided.</i>
Support for Y6 children moving to secondary school	<i>Working with Spelthorne Schools Together and Behaviour Support to support vulnerable children to make the transition from primary to secondary school whilst maintaining good progress in education.</i>	<i>Y6 Life Skills workshop SENCO to attend SENCO Marketplace to discuss needs of School Action and School Action Plus children with relevant Secondary SENCO Transition Support Leaflet distributed to parents</i>
Other groups engaged with school	NATURE OF THE ENGAGEMENT	SUMMARY OF OUTCOMES
CAMHS – Child and Adolescent Mental Health	<i>[Please look at the point below and adjust as appropriate] Ongoing liaison and input to life of the school. Consulted on a range of issues pertaining to pupil well-being and the development of policy on Bullying, Behaviour, SEN and Equalities. Involvement in CAMHS training – Mental Health Awareness and Attachment; Behaviour Support</i>	<i>CAMHS representative continues to work with the school and advise on a number of issues. This is expected to continue subject to funding.</i>

The Specific Duties – d) Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	<i>Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.</i>	<i>All policies reviewed and updated in light of the Equalities Act and practices audited.</i>	<i>ongoing</i>	<i>DHT / Chair of Governors</i>
Race	<i>Pupils gain greater awareness of racial diversity (Tanzanian and International School Award) through the curriculum and extended learning opportunities.</i>	<i>Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own. Continued links with Tanzania and the International Schools Award</i>	<i>ongoing</i>	<i>DHT / Middle Leaders</i>

Characteristic	Objective	Success criteria	Date for review	Responsibility
Gender	<i>To narrow the gap in attainment for high achieving girls and to identify trends of attainment for particular subgroups based on race / disability etc.</i>	<i>Higher achieving girls attainment continues to rise and meet targets.</i>	<i>ongoing</i>	<i>HT</i>
Disability	<i>Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding</i>	<i>Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.</i>	<i>ongoing</i>	<i>SENDCO</i>
Economic background	<i>Support families to overcome economic barriers to education to ensure equal access to all educational opportunities provided by the school.</i>	<i>Pupil premium used effectively to ensure all families and children have equal access to all learning opportunities provided by the school.</i>	<i>ongoing</i>	<i>HT/Governors/ HSLW</i>
All	<i>Interested stakeholders receive requisite training in a range of equalities / diversities issues.</i>	<i>CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality</i>	<i>ongoing</i>	<i>HT</i>
All	<i>Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders</i>	<i>Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc.</i>	<i>ongoing</i>	<i>HT/ Governors</i>