

## **CLARENDON PRIMARY SCHOOL 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 relations to pupils
- Marriage or civil partnership (in our role as an employer)

### **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
- Publish evidence of the equality analysis undertaken
- 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

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**The Specific Duties – a) Information Showing the School has complied with the General Duty**

<b>Duty</b>	<b>Actions Taken</b>
<b>Eliminate conduct that is prohibited by the Equality Act</b>	<ul style="list-style-type: none"> <li>• Clarendon Primary school has an Equality Policy in place as well as a Equality and Accessibility Plan. (Summer Term 2021)</li> <li>• We recognise that our children belong to a society and world that is diverse and multi-cultural.</li> <li>• Reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) are extremely rare and <i>those which do occur</i> are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</li> <li>• The school has a set of values which are focused on, both through the curriculum and through regular assemblies. These aim to educate children about treating each other fairly.</li> <li>• Training to promote equality in our school has been given to staff, governors and/or volunteers.</li> <li>• Our School Values and motto were rewritten and agreed with representatives from the whole school community during Spring and Summer terms 2015 and are now fully embedded into the life of the school.</li> <li>• There is a Disability Access Plan and Equalities Policy which were both updated in May 2021.</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. We make adaptations to support these children for example;               <ul style="list-style-type: none"> <li>- A child in Year R and child in Year 5 with physical needs have additional support arrangements in place to support his ongoing access to the school's learning environment.</li> <li>- Children across the school with particular medical needs have appropriate support in place as identified by professionals working with them,</li> <li>- Children with an ASD spectrum disorder have resources and strategies available to support them with their condition, particularly where they are finding the school environment difficult to work in.</li> </ul> </li> <li>• There are established and effective monitoring systems in place to track pupil attainment. These include the use of 'Target Tracker' to monitor and review whole school trends and individual class grids to review, track and monitor the progress on individual / small groups of children. (This is undertaken during termly pupil progress meetings.)</li> <li>• We monitor specific groups of learners – gender, SEN, FSM, pupil premium, LAC, EAL and summer born children.</li> <li>• On occasions we can have a small number of children living with people other than their parents and a small number of families being supported by the local authority, e.g. children who are looked after or supported on a Child Protection Plan. These children and their families are supported by our staff and other professional agencies involved such as social services.</li> <li>• Our SEN provision is comprehensive. There are numerous intervention programmes running in school aimed at 'narrowing the gap' and ensuring equality of opportunity for all. Children with statements are well catered for and support is put in place as required during lessons, playtimes, trips and extra-curricular activities etc.</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• We have a number of children on the Autistic spectrum and with ADHD. They need additional supervision and support; clear modelling of school expectations, sharing of coping strategies, (e.g. clear places to go to calm down and reflect) ongoing monitoring and liaison with parents and sometimes additional support from outside agencies.</li> <li>• In recent years, we have a growing number of children presenting with increased levels of anxiety and / mental health needs. Where required, these children are supported in school through the use of 'Drawing and Talking' and 'ELSA' sessions. The SENCO also works closely with the attached 'primary mental health' worker from CAMHS who is able to offer advice and support, ongoing referral or targeted sessions with identified individuals.</li> <li>• Teachers are careful to intervene to prevent incidents of poor behaviour or 'bullying'. Staff encourage children to reflect on their actions and support them to resolve disagreements. Children with behavioural needs receive support from outside agencies and strategies identified are then used by school staff to support these children; whilst children with emotional difficulties are offered access to social skills sessions. These interventions are aimed at enabling pupil's full integration into school life, aimed at helping them to foster increased levels of self-esteem and aimed at helping them develop greater coping strategies.</li> <li>• Pupils report that they feel safe in school, and that their views are listened to.</li> <li>• The overwhelming majority of parents surveyed in the Summer Term 2019 felt that their child/ren felt safe and happy in school.</li> <li>• Our Behaviour Policy, which includes clear guidelines and consequences for managing racist incidents, has recently been reviewed and updated – Summer Term 2021.</li> <li>• We hold an annual Anti-Bullying Week, where the policy is reviewed with children through the School Council.</li> <li>• We take part in regular Surrey initiatives, such as Junior Citizens, which aim to promote the health, safety and well-being of <b>all</b> children.</li> <li>• The school has developed and implemented curriculum initiatives aimed at advancing equality, for example using class based Literacy texts that facilitate learning around diversity themes.</li> <li>• Clarendon Primary School works in partnership with 4 other local schools to support ongoing school improvement which supports equality for all and the improvement of strategies aimed at developing the teaching arrangements and subsequent progress of all children.</li> <li>• The SENCO and other members of the School's Leadership Team works in close partnership with staff, children and parents to ensure the best possible support arrangements are in place for all children.</li> <li>• By working closely with parents, we ensure that all children who have a disability, learning or medical need can access our school day, off-site and residential visits.</li> <li>• Other extra-curricular opportunities, such as school clubs, are available to all within the year groups taking part. When necessary the school has supported a child's access to these opportunities by the provision of an additional adult to support them.</li> <li>• We use Pupil Premium funding to recruit additional staff to help 'narrow the gap' by providing access to additional support and interventions for children who are Looked After, children in receipt of FSM or children generally falling behind their peers. For example:</li> </ul> |
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	<ul style="list-style-type: none"> <li>○ the provision of booster classes</li> <li>○ the use of additional teaching assistants to facilitate the delivery of targeted interventions</li> <li>○ access to 1:1 tuition</li> <li>○ supporting the payment of trips</li> </ul>
<p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</b></p>	<ul style="list-style-type: none"> <li>• Equality and Inclusion are central to our school ethos. Values within our school community enable pupils to focus on identifying and developing shared beliefs. There are opportunities in assemblies, RE and PSHE sessions as well as other lessons to learn about difference and diversity, both in our own community and others – nationally and internationally. Through assemblies and our PHSE curriculum, we instil in children an understanding and application of our school values as well as an understanding relating to the need to be tolerant, respectful and appreciative of diversity and difference. These opportunities are also used to explore difference and diversity, both in our own community and in others.</li> <li>• Children 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 including Children in Need, Comic Relief (biannually) and the local food bank groups. Our school council also identifies and organises a fund fundraising event for an agreed local charity. These events are used as a further opportunity to teach children about the differing needs of others and help them develop an understanding that seeks to avoid stereotyping.</li> <li>• We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</li> <li>• As a school we believe in teaching children about the importance of democracy. Our School Council is democratically appointed by each class, after they have delivered their election manifesto. This group of children is also broadly reflective of the existing diversity of our current school community.</li> <li>• Children with disabilities are well supported and additional measures, as identified with parents, external professionals/agencies and the child, are put in place to ensure that they can access the curriculum and other events that are offered to our children such as residential, clubs etc.</li> </ul>

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

<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated</b>	<b>Outcome of analysis (Examples shown below)</b>
<b>Behaviour</b>	<p>The behaviour policy has been reviewed recently. This has been shared with parents so they are fully informed of any changes made. The impact of this policy will continue to be monitored on a termly basis.</p> <p>In Autumn Term 2020 the school started to implement 'Zones of Regulation' with all classes (in an age appropriate way) to help children identify how they are feeling and ways to help them self-regulate when required. (The impact of this will continue to be reviewed by the SENCO as implementation continues.)</p>	<p>There are no negative impacts evident as a result of changes made and with the general implementation of this policy; however it will continue to be discussed and reviewed regularly to ensure compliance with best practice and wider school policies.</p> <p>The 'Zones of Regulation' has already been seen to be helping children express their feelings and things they can do to improve this. Again, the impact of this will continue to be monitored over the course of the next year.</p>
<b>Anti-Bullying</b>	<p>This policy is reviewed by the staff and with children from the school council and is subsequently shared with <b>all</b> children.</p> <p>As a school we believe that the children have an important role to play in the review and implementation of this policy.</p>	<p>Reports of bullying are recorded and taken seriously; however we are currently reviewing and updating the way these are recorded and stored to ensure any repeat incidents, (however rare and infrequent) can be tracked, reviewed and monitored.</p>
<b>Equal Opportunities</b>	<p>This is reviewed every 3 years, or sooner if required, by the governors and the headteacher who are named as responsible for Equality Overview.</p>	<p>In March 2018 the school's Ofsted reported identified, pupils 'demonstrate a strong sense of respect and tolerance through their behaviour in class and around the school.'</p> <p>The policy will continue to be reviewed as part of our policy review cycle to ensure it continues to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</p>
<b>Curriculum, Religious Education &amp; SRE Policies</b>	<p>Our PSHE has curriculum has adopted the new requirements set out in the government's <a href="#"><u>'statutory guidance for Health Education, Relationships Education and RSE'</u></a> following the completion of a consultation with parents.</p> <p>These policies are reviewed on a three year policy review cycle (or sooner if required) and reflect our wider aims and values as well as our philosophy of learning and education.</p> <p>The RE policy reflects the most up-to-date requirements of the Surrey Locally Agreed Syllabus for RE.</p> <p>Our SRE policy has been ratified by governors and we consult with parents when associated lessons are to be taught, inviting them to view resources.</p>	<p>In March 2018 the school's Ofsted reported identified that the school's, 'values are taught through well-planned assemblies and a high-quality personal, social, health and economic (PSHE) curriculum.'</p> <p>Whilst the new 'Health Education, Relationships Education and RSE' scheme (PSHE) we have implemented this year has had a positive impact on pupil engagement with planned activities; the implementation of this will continue to be monitored during the coming year with any required changes made.</p>

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<b>Learning and Teaching</b>	<p>Learning and teaching is central to our work as a school and our Philosophy. Methods seek to ensure that, through the teaching styles used, all pupils have an equal opportunity to access the curriculum. This policy is reviewed annually by staff and ratified by governors. There are regular learning walks, with subsequent feedback, by the school's leadership team.</p>	<p>This is a continually evolving policy, underpinned by our aims, vision and values as well as our commitment to Equality and Inclusion.</p> <p>We need to develop greater opportunities for teaching staff to undertake peer observations.</p>
<b>Safeguarding</b>	<p>This is a core policy within the school and a crucial area of practice recognised by all staff. This policy is again closely linked to many other policies, including our equality and child protection policies.</p> <p>This policy is annually reviewed by governors, with a named governor acting as the governor with responsibility for safeguarding. This policy is continually updated to reflect changes in legislation and practice.</p> <p>There are 3 staff trained as DSL's who ensure they have completed all required update training, these include the headteacher and deputy headteacher as well as the Family Centre manager.</p> <p>The head teacher and Family Centre manager have also completed the train the trainer programme which qualifies them to deliver whole school safeguarding training.</p>	<p>In March 2018 the school's Ofsted reported identified that, 'the arrangements for safeguarding are effective. Safeguarding is a high priority for the school...Staff are quick to record their concerns if they are worried about a pupil and pass this information to senior leaders in a timely manner. This enables senior leaders to make referrals to external agencies when required.'</p> <p>We will continue to ensure that all staff have access to high quality safeguarding training and that this reflects issues pertaining to Equality.</p>
<b>Recruitment</b>	<p>Recruitment procedures are reviewed regularly by governors, with required changes made to reflect good practice and to ensure compliance with new requirements of the Equalities Act.</p> <p>There is a governor trained in Safer Recruitment and 5 members of staff, including the headteacher, Family Centre manager, School Business Manager, SENCO and deputy headteacher.</p>	<p>Safer recruitment is of paramount importance to the school/ Procedures link closely to the equalities policy and reflect the requirements around health related questions in applications etc.</p> <p>Other members of the Senior Leadership Team will complete online safer recruitment training in help increase their knowledge and understanding of safer recruitment expectations and procedures.</p>

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**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
<b>Pupils</b>	Our children 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 / questionnaires and assemblies.	Children report feeling safe and well-looked after in school. Incidents of prejudice related bullying are very rare and there are established and effective policies and procedures in place for dealing with inappropriate behaviour.
<b>Staff</b>	<p>Staff are regularly consulted and there is a culture of openness. Shared accountability means all members of staff are able to make their contribution to improving pupil outcomes and well-being.</p> <p>There are 2 staff meetings each week, one for the teachers and another for support staff. These give an opportunity to voice concerns and share development ideas.</p>	Staff identify needs for ongoing training and CPD in a range of areas according to the needs of their class and own professional development.
<b>Governors</b>	<p>Governors regularly review issues pertaining to equality and inclusion at meetings.</p> <p>There is a link governor for SEND and Inclusion.</p>	Governors are fully committed to our vision of establishing and maintaining a fully inclusive school.
<b>Parents</b>	<p>A high percentage of our parents regularly liaise with school staff.</p> <p>Parental questionnaires receive a good response rate as well as valuable feedback on the school's performance and what it could focus on to improve further. (These are acted on, as appropriate, and/or built in subsequent school development plans.)</p> <p>Attendance at school events and parent consultation meetings are also high.</p> <p>We have parent helpers and community volunteers supporting in all classes and on class day trips away from school. (All volunteers helping in school sign our volunteer 'Code of Conduct' and attend an induction meeting)</p>	<p>Parents recognise and value the inclusive ethos of the school and our commitment to inclusion.</p> <p>We will continue to seek to strengthen our commitment to quality communications with all parents.</p>

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<p><b>Working with other local schools, including projects to support children moving to secondary school.</b></p>	<p>We work in partnership with 4 other local schools to support ongoing school improvement which supports equality for all and the improvement of strategies aimed at developing the teaching arrangements and subsequent progress of all children.</p> <p>The school also continues to work in partnership with a wider group of local schools who used to be members of the Spelthorne Schools Together group.</p>	<p>Our SENCO continues to meet with termly with other local SENCOs in order to develop SEN provision and practice and discuss 'local' issues.</p> <p>Transition Support Leaflet distributed to parents.</p> <p>We currently discussing the possibility of completing a project with the local authority to develop a 'graduated response' document regarding transition practice for children joining Reception and Children leaving our at the end of year 6.</p>
<p><b>Outside Agencies such as Child and Adolescent Mental Health (CAMHS), Behaviour Support, learning support service, School Nurse, EWO, EP, Children's Centre</b></p>	<p>These services have ongoing liaison and input into the life of the school. They are consulted on a range of issues relating to pupil well-being and the development of individual class or whole school practice.</p>	<p>Various agency representatives continue to work with the school and advise on a number of issues.</p>
<p><b>SEN and inclusion of other groups of learners, e.g. EAL and children on receipt of the pupil premium.</b></p>	<p>Our practices are reviewed annually and reflected in our wider aims and mission statement.</p>	<p>Ongoing review of these policies ensures that the needs of all children are being met.</p>



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**The Specific Duties – d) Set and Publish Equality Objectives**

Characteristic	Objective	Success criteria	Date for review	Responsibility
<b>All</b>	To continue to review all policies in relation to ensuring inclusion and equality for all.	All policies are reviewed and updated in light of the Equalities Act and practices audited.	Various – see governors programme for policy review	HT / Chair of FGB Relevant Staff
<b>Race</b>	For pupils to gain greater awareness of racial diversity through the curriculum and extended learning opportunities.  To identify any under-achievement amongst ethnic minority groups.	Lesson resources and assemblies provide opportunities for children to gain awareness of and learn about racial and cultural diversity other than their own. (Texts that explore this are also used in Literacy lessons.)  Identified groups of children make expected or greater than expected progress from their individual starting points.	Ongoing through specific events and activities. Regularly – in line with review of Equality Policy and Scheme  Progress of learner groups reviewed termly through pupil progress meetings	HT DHT Staff
<b>Religion and Belief</b>	To facilitate open expression of faith and belief in the school community.	School actively celebrates diversity of faith as well as specific belief events and holidays. (Staff and children)	On going	HT/governors
<b>Gender</b>	To narrow the gap in attainment between different gender groups in reading, writing and maths (cohort related rather than a school trend)  To identify trends of attainment for particular groups of learners based on race, disability etc.	Attainment and progress for all learners continues to rise and/or meet targets.	Through termly tracking and data analysis.  Through termly pupil progress meetings.  Annual review of school data for trends/patterns.(Internally and externally)	HT Staff
<b>Disability</b>	To ensure appropriate steps are taken to eliminate negative stereotypes of disability across the school and to promote a positive understanding.	Children with disabilities are fully included in all aspects of school life.  SEND and Behaviour Policies are reviewed.  Enhanced staff awareness of SEN and disability needs – raising staff expectations of children with SEND.  Training and support for staff takes place relating to the management of children with specific needs.  Matters relating to 'Disability' are taught as part of the PSHE curriculum.	Ongoing through specific events and activities.  Inclusion policy reviewed annually.  Ongoing audit of lesson and curriculum coverage completed in line with review of Equality Policy and Scheme  CPD opportunities are completed on an ongoing basis	DHT Staff

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<b>Economic background</b>	<p>To support families to overcome economic barriers to education.</p> <p>To ensure equal access for all children to all educational opportunities provided by the school.</p>	<p>Pupil premium funding is used effectively to ensure all families and children have equal access to learning opportunities provided by the school and receive any additional intervention regarded to support their learning.</p> <p>The school will work with families to identify and support those in economic difficulty – this includes making agreed referrals to other supporting agencies.</p> <p>The school's charging policy supports families in receipt of certain benefits. Payment options are flexible.</p>	<p>Ongoing through specific events and activities.</p> <p>Ongoing when reviewing the Charging Policy and provision for school visits etc.</p>	HT Staff FGB - Finance
<b>Pregnancy and Maternity</b>	To ensure Surrey guidance is followed for managing and pregnant staff.	Full adherence to Surrey's guidance.	Ongoing	SBM governors
<b>All</b>	To ensure that interested stakeholders receive training in a range of equality/diversity issues.	Ongoing CPD / INSET delivered to staff and governors, as required, to promote confidence in challenging prejudice and promoting equality.	Ongoing CPD/professional development. Equality awareness built into staff training/INSETs throughout the year.	HT Staff CPD Coordinator
<b>All</b>	To continue to broaden and further strengthen our commitment to quality communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need.	Ongoing – if the need arises, we would seek to adapt materials in a range of ways, e.g. braille.	HT Staff

### **Monitoring, Reviewing and Assessing Impact**

Clarendon Primary School will monitor the scheme on an on-going basis. Whilst every attempt is made to anticipate concerns, the school will quickly respond to other needs as they arise. Children's needs are regularly assessed through discussions with staff, children and parents; whilst the needs of staff are addressed through meetings with line managers/members of the Senior Leadership Team.

### **Publication**

This Scheme will be available to staff, parents and other stakeholders on request and through our school website.

### **Linked Policies & Documents**

Whilst the principles of this policy underpin our whole school ethos and delivery of every school policy, it should be read in consultation with the following policies and school documentation:

- Equality Policy
- Equality and Accessibility Plan
- Looked After and Previously Looked After Policy
- SEN Policy
- SEN Information Report
- Anti-Bullying Policy
- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Child Protection Policy
- PSHE Policy
- Sex & Relationship Education Policy