

## **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 we 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 them.
- 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>
<p><b>What is the school doing to eliminate conduct that is prohibited by the Equality Act?</b></p>	<ul style="list-style-type: none"> <li>• Clarendon Primary school has an Equality Policy in place as well as an Equality and Accessibility Plan. (Updated Spring Term 2026)</li> <li>• The school is committed to ensuring pupils understand that they belong to a society and a world that is diverse and multicultural.</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 are</i> 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 and with respect.</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 and are now fully embedded into the life of the school.</li> <li>• The school makes ‘reasonable adjustments’ to the school environment and makes activities as accessible and welcoming as possible for pupils, staff and visitors.</li> <li>• By planning ahead, the school ensures, where reasonably possible, that all pupils have the opportunity to take part in all planned activities, including extra-curricular activities and residential visits. The school reviews uptake to ensure no one is disadvantaged on the grounds of a protected characteristic.</li> <li>• The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day-to-day life of the school.</li> <li>• The school ensures that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities.</li> </ul>
<p><b>What is the school doing to advance equality of opportunity between people who share a protected characteristic and people who do not share it?</b></p>	<ul style="list-style-type: none"> <li>• Pupils who have particular needs are well supported in school. We make adaptations to support these children for example:               <ul style="list-style-type: none"> <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 ‘Sonar’ to monitor and review whole school trends and individual class grids to review, track and monitor the progress of 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. Where concerns arise, possible reasons for this are identified and actions to address these are identified.</li> </ul>

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- On occasions we can have a small number of children who have been adopted from care 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. The school also have a designated teacher for looked after and previously looked after children as well as a teacher who leads on our pupil premium support strategy.
- Our SEN provision is comprehensive. There are numerous intervention programmes running in school aimed at supporting specific long and short term needs as well as 'narrowing the gap' and ensuring equity and equality of opportunity for all. Children with EHCPs are well catered for with support put in place, as required, during lessons, at playtimes, on trips and during extra-curricular activities etc.
- 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.
- 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.
- The school avoids the use of language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". The school also uses a range of teaching strategies that helps ensure it is able to meet the needs of all children. (Where children need more specialist provision, the school works with parents and the local authority to access this and make a smooth transition.)
- 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. Where required, children with behavioural needs receive support from outside agencies and strategies identified are then used by school staff to support them; whilst children with emotional difficulties are offered access to ELSA sessions and/or 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.
- Pupils report that they feel safe in school, and that their views are listened to.
- Our Behaviour Policy, which includes clear guidelines and consequences for managing racist incidents, has recently been reviewed and updated – Autumn Term 2026.
- We hold annual Anti-Bullying and children's mental health weeks.
- We take part in regular Surrey initiatives, such as the Junior Citizen Scheme, which aim to promote the health, safety and well-being of **all** children. Year 6 also take complete the 'Smart Moves' programme during the summer term of year 6 which aims to support their transition to secondary school.
- The school uses curriculum initiatives aimed at advancing equality, for example using class-based Literacy texts that facilitate learning around diversity themes.

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	<ul style="list-style-type: none"> <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. These arrangements aim to reduce barriers and promote inclusion and a feeling of belonging for all children/members of our school community.</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. Where necessary, the school supports a child's access to these opportunities by way of additional adult support or financial assistance.</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:             <ul style="list-style-type: none"> <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> <li>○ access to ongoing enrichment activities, experiences and visits</li> </ul> </li> <li>• The school has disabled access, a disabled parking bay and an accessible ground floor toilet.</li> <li>• The school is fully aware of the dietary requirements of ethnic groups within the school and caters for these accordingly.</li> </ul>
<p><b>What is the school doing to foster good relations across all protected characteristics?</b></p>	<ul style="list-style-type: none"> <li>• Equality and Inclusion are central to our school's 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.</li> <li>• The school's whole-school ethos is one that challenges prejudice-based discriminatory language, attitudes and behaviour. 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>• Through curriculum teaching and discussions, the school provides opportunities for pupils to listen to a range of opinions and empathise with different experiences.</li> <li>• The school helps prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• The school provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.</li><li>• Children 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. Furthermore, our head boy and girl and our deputy head boy and girl as democratically elected by their class through a private ballot.</li><li>• Children with disabilities are well supported with 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 / aspects of school life that are offered to the children such as residential visits, 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; December 2025. 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>During the Spring Term 2025 the school started to implement 'Zones of Regulation' with all classes 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>In 2025 the school joined the 'nurturing schools programme' aimed at further developing our nurturing approach across the school. Towards the end of 2026, our practice and provision developments will be reviewed by Nurtureuk with a view to obtaining the Nurtureuk award.</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 coming year.</p> <p>As part of this project the SENCO has set up a group of nurture ambassadors, with representatives from each class across the school. These children have been feeding their work back to their classes and publishing information from their meetings in the school newsletter. This is helping to raise the profile and importance of nurture within our school community.</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. As a result, reports are rare. Where incidents occur, these are recorded on our CPOMs system which helps us to monitor concerns and appropriately manage any repeated incidents.</p>
<b>Equal Opportunities</b>	<p>This policy is reviewed every 3 years, or sooner if required, by the governors and the headteacher who is named as responsible for Equality Overview.</p>	<p>In November 2023 the school's Ofsted reported identified that 'Pupils at Clarendon Primary School are keen to live up to the school's motto about achieving their best. They are firmly committed to the school's value of kindness and enjoy coming to school... Pupils feel safe, and they learn how to resolve problems should they arise...Pupils are considerate of one another on the playground... Leaders pay particular attention to making sure that pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) benefit fully from what the school provides.'</p> <p>This 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>

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<p><b>Curriculum, Religious Education &amp; SRE Policies</b></p>	<p>Our PSHE curriculum adheres to the requirements set out in the government's <a href="#">‘statutory guidance for Health Education, Relationships Education and RSE’</a>. These policies are reviewed annually and reflect our wider aims and values as well as our philosophy of learning and education.</p> <p>The RE curriculum 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 this policy is reviewed and when associated lessons are to be taught, inviting them to view resources.</p>	<p>Our ‘Health Education, Relationships Education and RSE’ scheme (PSHE) has a positive impact on pupil engagement with planned activities. Children engaged really well during our recent ‘children’s mental health week’, which resulted in a whole school display aimed at promoting belonging. (This was displayed in the school hall.) They also benefit from the annual visit from the SCARF ‘popup’ classroom which delivers a progressive programme of wellbeing workshops to each year group</p> <p>Discussions with pupils shows that they are able to clearly articulate their understanding with regards to curriculum content such as the building healthy relationships, how to stay physically healthy, how to stay safe on line and the importance of tolerance and respect for others etc.</p>
<p><b>Learning and Teaching</b></p>	<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.</p> <p>There are regular learning walks, with subsequent feedback, by the school’s leadership team.</p>	<p>Our approach to teaching and learning is a continually evolving; 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>
<p><b>Safeguarding</b></p>	<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, the deputy headteacher and senior teacher.</p> <p>The head teacher has also completed the train the trainer programme which qualifies them to deliver whole school safeguarding training.</p>	<p>In November 2023 the Ofsted reported identified that, ‘the arrangements for safeguarding are effective.’</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>
<p><b>Recruitment</b></p>	<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>The majority of governors have completed Safer Recruitment training along with the head teacher 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 staff will complete online safer recruitment training including our senior teacher &amp; new school business manager.</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 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 the school's 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 positive 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 class 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. For example, ongoing attendance at the EYFS network meetings.</p> <p>The headteacher is also a Primary Council Representative, which involves meeting with other heads across Surrey County Council to promote and develop wider inclusive practice across the entire local authority.</p>	<p>Our SENCO continues to work closely 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>Continued access to the year 6 targeted transition project.</p> <p>The school is currently completing the Surrey Nurture Project being delivered</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 vision 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) Ongoing overview of Equality Objectives focused on by the school on an ongoing basis  
(These should be considered alongside our specific Equality objectives outline in our Equality Policy.)**

<b>Characteristic</b>	<b>Objective</b>	<b>Success criteria</b>	<b>Date for review</b>	<b>Responsibility</b>
<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>	To support families to overcome economic barriers to education.  To ensure equal access for all children to all educational opportunities provided by the school.	Ongoing review of the school's Pupil Premium Strategy.  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.  The school will work with families to identify and support those in economic difficulty – this includes making agreed referrals to other supporting agencies.  The school's charging policy supports families in receipt of certain benefits. Payment options are flexible.	Ongoing through specific events and activities.  Ongoing when reviewing the Charging Policy and provision for school visits etc.	HT Staff FGB - Finance
<b>Pregnancy and Maternity</b>	To ensure Surrey guidance is followed for managing 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

**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
- Assessment Policy
- Safeguarding Child Protection Policy
- PSHE Policy
- Sex & Relationship Education Policy