

Bletchingley Village Primary School Equality Plan 2019

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

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<p>We review our vision statement of aims each year, and ensure that inclusion, strong values and a sense of global citizenship are at their heart.</p> <p>The school has its six core values at its heart, and all behaviour is expected to be in line with them.</p> <p>We have had an audit for Social Inclusion, in which many strengths were highlighted in terms of inclusive practice.</p> <p>There are few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic). Those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>The school has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan.</p>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<p>Pupils who have additional needs are well supported in our school and they make progress in line with or better than expectations.</p> <p>There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is good and improving.</p> <p>Teachers intervene to prevent incidents of poor behaviour or bullying, and incidents are logged and followed up.</p> <p>The vast majority of pupils report that they feel safe in school, and that their views are listened too.</p> <p>Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parent engagement. We have just completed a new child-friendly version of our Anti-Bullying Policy which is on our website.</p>
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	<p>Equality and Inclusion are central to our school ethos. The strong focus on our shared values enables pupils to reflect on their own attitudes and behaviour. There are opportunities in Assemblies and in PSHE, as well as other special days and weeks to learn about difference and diversity, both in our own community and others including the global dimension.</p> <p>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.</p> <p>We continually seek to improve communication with all our stakeholders and seek to provide access to information in a range of media, including a range of Apps .</p> <p>Our school council is democratically appointed and is reflective of the existing diversity of the school community.</p> <p>The pupil voice is strong.</p>

The Specific Duties – Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy is been reviewed annually. Pupils have been surveyed this year regarding bullying and behaviour and say they feel safe in school and confident that concerns are dealt with well. The vast majority of parents feel their children are safe, happy and well-looked after. Central Behaviour Logs, Individual Behaviour Logs, School Refusers and Exclusions are monitored informally on an ongoing basis, and formally once each year.	The policy is very effective in ensuring a consistent approach and a common language. The Central Behaviour Log shows decreasing numbers of pupils being sent for sanctions with children increasingly able to evaluate their own behaviour in the light of our shared school values. Individual Behaviour Logs show support is effective. All children who have had FTE settle with appropriate support. All School Refusers access a full timetable with appropriate support. No minority groups are over-represented.
Anti-Bullying	Annually reviewed by SLT & Governors. Pupils were involved in the writing of this policy. Pupils support the policy in their roles as mentors and playground friends. The School Council have completed a child-friendly version in the form of an animated powerpoint which can be viewed on the website and posters which can be found around the school	Head teacher maintains a log of bullying incidents. School operates a restorative approach to bullying issues. School Council presented their policy in a whole-school assembly.
Equal Opportunities	Reviewed annually by Governors.	Policy has been reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education, Collective Worship & RSE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE (20018 – 2022). Our RSE policy has been ratified by Governors and materials are shared annually with parents.	The collective worship policy identifies how values are at the heart of all assemblies, and key figures in equality are introduced such as Martin Luther King. School topics enable the curriculum to include many aspects of equality and diversity e.g Is the world a fair place? Was the industrial revolution positive for everyone? In RSE lessons, different forms of family life are considered.
Learning and Teaching	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 careful planning and differentiation. There are regular, mostly informal, lesson observations by teachers and peers and termly strategic visits by governors.	We are currently undergoing a curriculum review in light of the new Ofsted Framework which has included parents, pupils, staff and Governors.
Safeguarding	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. Increasing demands in this areas have been monitored and responded to.	The school has a Safeguarding Training Policy and now has rigorous procedures in place for new staff and regular visitors. The school has a team of five DSLs who work closely together to cover a range of different areas of Safeguarding within school.

Recruitment	Reviewed annually and updated as appropriate. Measures to ensure compliance with the new requirements of the Equalities Act have been in place for some time, and this is kept under review whenever recruitment takes place.	Policy should link closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.
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The Specific Duties – Publish 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, but also through class and group consultation and questionnaires etc.	The vast majority of 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. Incidents and pupils' views are followed up, e.g. during Friendship (Anti-bullying) week, Year 2 pupils focused on the difference between bullying and being unkind, as they had said they felt confused. Pupils report feeling engaged in the life of the school and know that their ideas are listened to attentively. The School Council has recently completed a child-friendly version of the Anti-Bullying Policy.
Staff	Staff are regularly consulted on a range of issues with through meetings, Inset, email opportunities, briefings etc. We aim to establish a culture of openness and shared accountability so that everyone is able to make a contribution to improving pupil outcomes and well-being.	Staff feedback is taken into account in all aspects of school life. Equality and diversity training have taken place to support staff in managing issues such as racism, supporting transgender children and working with traveller families.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. There is a link Governor for Inclusion.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school. They are increasingly involved in the life of the school. Children are becoming increasingly familiar with governors and their role. Governors are invited to all Inset days and regularly attend. There is regular governor training on a range of issues, enabling them to feel more confident in their roles.
Parents	Parents are regularly invited to contribute to the development of school policy and practice through the Online Parent Forum. Hard to reach parents have been successfully engaged through a range of initiatives such as Mothers' Day/Fathers' Day events; family learning; Library Open Sessions; Open Curriculum mornings; Apps	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. A parent support group for SEN has been set up.
Local community	Strong links have been established with the local church, senior citizen groups; and a local nursing home.	The school celebrates harvest and Christmas at church, and the clergy are regular visitors, supporting our work through assemblies. We use the school minibus to collect local residents who cannot get to the school by themselves. We visit the local care

		<p>home with choir and orchestra, and invite their residents to events at the school. All these things help to strengthen our culture of respect, caring and tolerance, and teach children to respect and value diversity.</p> <p>We work closely with Elm Lea Residential Home, with weekly visits by Year 3 and return visits for special occasions.</p>
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The Specific Duties – Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all statutory policies and ensure that all reviews include equalities impact assessment.	<ul style="list-style-type: none"> All staff and governors understand and are familiar with key policies Include explicit work on key policies as part of induction so that new staff read and sign them 	2023	HT and Senior Staff All governors
Race/Culture	Pupils gain greater awareness of diversity through the curriculum and extended learning opportunities.	<ul style="list-style-type: none"> Content of topics, theme weeks and days, and assemblies are used to promote understanding of diversity issues. Pupils value and respect diversity Pupils understand that communities share many common attributes 	2023	HT and all staff
Gender and other groups	To narrow gaps in attainment and to identify trends of attainment for particular sub-groups	<ul style="list-style-type: none"> There are effective tracking procedures in place across the school Underachievement is identified early and effective interventions are put in place to address this 	Ongoing	HT Governing body Senior Staff
Disability	Continue to develop an ethos which promotes a positive understanding of disability	<ul style="list-style-type: none"> Values are embedded across the school, especially respect and tolerance There is an effective inclusion model for pupils with SLCN 		HT and all staff
All	Interested stakeholders receive requisite training in a range of equalities / diversities issues.	<ul style="list-style-type: none"> Staff, governors and pupils have a good understanding of and respect for racial diversity, and of the impact of racism, stereotyping and bullying Incidents of bullying and/or intolerance are rare and decreasing 		HT and all staff