



## Single Equality Scheme 2023-2026

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality and diversity and eliminate discrimination across the full range of protected characteristics.:

- sex
- race
- disability
- sexual orientation
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage and civil partnership
- age (schools consider age as a relevant characteristic in their roles as employers, but not in relation to pupils).

### **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 relationships 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 annually;
- publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and engagement they undertook in developing their equality objectives.
- set and publish equality objectives.

## The Specific duties – Information showing how Puttenham CofE Infant School has complied with the General Duty:

Duty:	Actions taken:
Eliminate conduct that is prohibited by the Act.	<ul style="list-style-type: none"> <li>• Inclusive community is evident in our daily practice. Offering opportunities for children and adults to flourish as noted in the SIAMS inspection 2019 'Christian vision and values have a significant impact on all aspects of school life, enabling all pupils and adults to thrive'.</li> <li>• Review of the school's values and curriculum.</li> <li>• There have been no incidents of any discriminatory or prejudice related bullying or poor behaviour (including racist and homophobic) last year. Any behaviour incidents are managed effectively by staff carrying out the restorative justice approach.</li> <li>• The school has an Equality policy and an accessibility plan in place. All policies have been considered carefully in relation to the equalities statement.</li> </ul>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	<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 their peers.</li> <li>• There are effective monitoring systems to track pupil progress and attainment.</li> <li>• Support through intervention groups or 1:1 in the playground is given as required.</li> <li>• Pupils report that they feel safe and happy and their views are listened to (pupil survey).</li> <li>• Our Anti-bullying and behaviour policies are in place and are reviewed by staff and governors.</li> <li>• Opportunities for children to discuss their view points through restorative approach, circle times, class discussions and class/school councils.</li> </ul>
Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.	<ul style="list-style-type: none"> <li>• Equality and inclusion underpin our school ethos.</li> <li>• There are opportunities in assemblies, RE, Relationship, Sex, Health Education (RSHE), enrichment activities, topics, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension.</li> <li>• We aim for quality communication with all our stakeholders and seeks to provide access to information in a range of media e.g. Face to face, newsletter, communication platform – ClassDojo, written communication, email or website.</li> <li>• The school contributes to a number of local, national and global charities each year. This gives the children opportunities to learn about difference and diversity.</li> <li>• Our school council is voted for democratically and is broadly reflective of the school community.</li> </ul>

### The Specific Duties – Evidence of Equality Analysis Undertaken

Policy /Practice Considered	Outline if how the policy/practice was evaluated	Outcome of analysis
Behaviour	The behaviour policy was reviewed autumn 2019 and is reviewed triennially with the engagement of the school council, parent survey, staff and governors. Restorative Approach for conflict resolution was adopted spring 2022 and shared with all stakeholders.	Monitoring showed there were no adverse trends. There were children that needed specific support which was identified through their SEN plans. Ofsted parent survey 2022 was very positive that children are safe and happy at the school. Review behaviour policy Spring 2024 or earlier if needed.
Anti-Bullying	The anti-bullying policy was reviewed Spring 2023 and reflects guidance from the LA. The policy was consulted on with the children, through the school council, parent survey, school staff and governing body.	Bullying incidents are recorded, monitored and reported to the governing body termly. No incidents of behaviour have been logged. Stakeholders' views were very positive.
Equal Opportunities	The policy was reviewed Spring 2022 and then triennially. This is in line with government guidelines and the Equality Act 2012.	Policy published and in place.
Learning and Teaching	Learning and Teaching is central to our work as a school. The ethos and methods seek to ensure that all pupils have equal opportunity to access the curriculum through differentiated planning and teaching style. The Teaching and Learning policy has been reviewed by the staff in Autumn 2022 and agreed by the curriculum committee and ratified by the Governing Body. This is reviewed biannually. Termly planning is monitored regularly and lesson observations are undertaken termly by the subject leaders, Headteacher or senior teacher.	This is a continually evolving policy, underpinned by our Ethos and Aims, as well as our commitment to Equality and Inclusion. Pupil and stakeholder views positive about teaching and learning.  Lesson observations should have a regular focus on equality issues.

Curriculum Religious Education (RE) and Relationships and Sex Education and Health Education (RSHE) policies.	New Relationship, Sex and Health Education policy (RSHE) in Spring 2023 following new government guidelines. This is following a consultation with staff, governors and parents/carers. The RE policy and curriculum are in-line with the requirements of the Diocesan Agreed Syllabus for RE. There is a focus on 'Values Led Education'. The RE policy was agreed in 2021 and will be reviewed in 2024. New RE syllabus was introduced Autumn 2023.	New RSHE policy to be agreed at the Autumn FGB following the consultation with staff, governors and parents/carers.  Review the new RSHE curriculum with the staff and ensure there are opportunities to learn about equality and diversity.  SIAMS – introduce a mutually beneficial global partnership.
Special Educational Needs and Disability (SEND)	The SEND Policy reviewed Summer 2023 and then annually. The accessibility scheme was reviewed in 2021 and will be reviewed in 2024..	SEND processes in place and reviewed regularly by the SENco. This is reported on to the Headteacher and governors. Accessibility plan in place.
Safeguarding	Policy and procedures reviewed Autumn 2023 and then annually. The policy is in line with Surrey's model policy and adapted to our school and community context. Single central record reviewed termly. Annual staff and volunteers safeguarding training. DSLs to attend termly update meetings.	Policy in place. Staff training in place. DSL attend LA termly updates. Information published and shared with stakeholders.
Recruitment	Safer recruitment and selection policy reviewed Spring 2022 and then biannually. Compliant with the requirements of the Equalities Act.	Review Spring 2024.

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

Individual/Group engagement or consulted	Outline the nature of the engagement	Summarise outcomes from the consultation
Pupils	Pupils are involved in class or school council meetings. Children make decisions about the school and have discussions about equality for all. Through collective worship. Through class discussions and surveys.	Pupils report feeling safe and well looked-after in school (children survey 2022). There have been no 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. Children readily give their ideas in class/school councils and in collective worship.
Staff	Staff are 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. Weekly staff meetings and briefing meetings (for all staff). Annual appraisals.	HT and staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Staff are proactive at seeking support and guidance whenever necessary. Positive staff survey – Ofsted 2022
Governors	Governors discuss and agree all policies including the policies on Admissions, Special Educational and Disability Needs, Staff Capability; Equality, Behaviour, Anti-Bullying and Safeguarding (Child Protection). The Headteacher will report on these policies in the Headteacher reports and it will be discussed at the committee meetings or FGB.	The governors remain committed to the school's mission, vision, aims and values of maintaining a fully inclusive school.  Through the sub-committees Governors understand the workings and effect of policies they approve. The Full Governing Body subsequently approves the policies.
Parents	Open door policy. Parents liaise through parent consultations, curriculum workshops, annual questionnaires, annual induction and meet the teacher meetings, face to face informal meetings. PSA meetings.	Parents value the ethos of the school.  Positive parental feedback – Ofsted 2022  Communication through Classdojo.

Community	Headteacher liaises regularly with the Parish Council, Church Leaders, Marwick Hall, and other members of the community regularly and participates in the life of the school to promote social and community cohesion, as well as the well-being and educational achievements of pupils from their community.	No significant issues are identified as partnership is strong and ongoing. Clergy visit fortnightly and is a representative on the governing body. Open the book team visit weekly. Visits to the Church for celebrations and learning opportunities.
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### The Specific Duties – Set and Publish Equality Objectives

Characteristics	Objective	Success Criteria	Date of review	Responsibility
All	Continue to review equality and inclusion through policies and performance.	All children make progress in line with their peers. They are not disadvantaged because they are part of a specific group. Track the progress of disadvantaged groups regularly and report to governors termly.	Ongoing review	HT, SENco and C and D committee on behalf of the Governing Body.
Race and Culture	Pupils gain a greater awareness of racial diversity through the topics and RSHE curriculum  Link to school in Uganda to learn about different cultures.	Lesson planning, lesson observations, lesson materials and resources, assemblies, library etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.  Celebrations of Christian and other faiths are celebrated and known.	Curriculum review of topics termly.  Review of the new RSHE curriculum in Autumn 2023.  July 2023 – Established link with charity in Uganda.	RSHE SL, HT, Staff and Curriculum and data committee.

Gender	To continue monitor all the data collected in terms of performance for both boys and girls. To monitor the progress of girls reading and boys writing.	Identified interventions in place. Barriers to learning are removed and the children are engaged in their learning. Groups tracked each term and regular communication with class teachers.	Termly data collection  End of year analysis of results	English SL, HT, staff and Curriculum and data Committee.
Disability	To promote a positive understanding of disability.	Lesson planning, lesson observations, lesson materials and resources, assemblies, library etc; provide opportunities for pupils to gain a positive view of disability.  Assemblies and invite guests to speak e.g. Paralympian.  Books in favourite 5, class and school libraries reflect different characteristics including disabilities.	Lesson RSHE planning review, lesson observations termly.  Reading and RSHE leaders to review books – ongoing.	HT, Staff and Curriculum and data Committee.