

# The Raleigh School

## Single Equality Scheme

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**Reviewed Feb 2019**

**Next review Feb 2020**

The Raleigh School is committed to equal opportunities and the school's Equality Policy (published separately, also available on the website), outlines the schools vision, expectation and commitment to equality and inclusion.

This document, the Single Equality Scheme, details actions taken by the school to fulfil its equality duties, namely; to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The Single Equality Scheme considers the '**General**' and '**Specific**' duties of the school in promoting equality across the full range of protected characteristics, namely:

Sex; Race; Disability; Sexual Orientation; Religion or Belief; Gender Reassignment;  
Pregnancy or Maternity; Age - (as a relevant characteristic as employer, but not in relation to pupils)

### **The General Duty**

The school has 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

The school has 'Specific Duties' to:

- Publish information on an annual basis showing how it has complied with the General Duty
- Publish evidence on an annual basis of the equality analysis undertaken
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty

Any questions relating to the content of this document should be addressed, in the first instance, to the Headteacher.

### The Specific Duties - How the school has complied with the General Duties

Duty	Actions Taken
<p><b>Eliminate conduct that is prohibited by the Act</b></p>	<ul style="list-style-type: none"> <li>• As an academy school with a relatively homogenous pupil population the school actively seeks to realise its stated vision and aims to ensure its children 'embrace the wider community' and 'global citizenship', in an environment of 'mutual respect, trust, understanding and tolerance as its fundamental values.'</li> <li>• ELP community of 10 schools is a strong, supportive network for shared initiatives, transition, policies, and extended services</li> <li>• The school has an Equality Policy (May 2015 – due review in summer 2018) in place together with the policies required under existing equal opportunities legislation.</li> <li>• Equality included in curriculum (inc. PSHCE, assemblies and Diversity week).</li> <li>• Equality focus during Diversity week and themed in assemblies</li> <li>• PSHCE lessons and circle times include a focus on anti-prejudice. Further training provided by Sue Hurtley - REMA lead teacher for Surrey –May 2017</li> <li>• New PSHCE association scheme used in school refers to equality as part of the relationships</li> </ul>

	<p>thread</p> <ul style="list-style-type: none"> <li>• Work on display is from both genders and all ability ranges</li> <li>• Stereotypical attitudes to gender challenged and activities planned to inform. Year 1 had a female doctor in to talk to the children. Mr Broughton cooking with infants</li> <li>• All members of the school community have an understanding of equality. This is confirmed by pupil voice sessions.</li> <li>• Staff are trained in equality eg bereavement, CLA, hearing aids, haemophilia (2016)</li> <li>• Classroom rules and reference to British Values Display</li> <li>• Funds for families experiencing hardship – Pupil premium children’s trips funded, others at Head’s discretion</li> <li>• Free school meals</li> <li>• All children have access to a variety of clubs (efforts made to ensure PP children have access)</li> <li>• All KS2 children can represent the school in cross country – and are encouraged to do so. There is no team selection</li> <li>• Other sporting clubs including netball, rounders and cricket allow children to put themselves forward for teams rather than being selected.</li> <li>• Additional support for individual children when necessary –head’s discretion</li> <li>• Working with parents – class reps, parent helpers in class and on trips</li> <li>• Home School Agreement – all parents entitled to contribute to school life – all expected to sign the agreement – on-going 2018</li> <li>• Equality policy and single equality scheme are included on the website</li> </ul>
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	<ul style="list-style-type: none"> <li>• Both male and female role models go on trips, including parents and governors.</li> <li>• Reporting to governors, local government, census etc.</li> </ul>
<p><b>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>• The school operates a clear and transparent admissions policy which promotes equality of access to all pupils.</li> <li>• There are established and effective monitoring systems in place to track pupil attainment including the tracking of pupils who share specific characteristics (RAISE online)</li> <li>• The Ofsted report (2017) notes that - 'Pupils learn about protected characteristics such as disability and age through regular 'diversity weeks'</li> <li>• It later recognises the strong links the school shared with local community, where guests, such as the local imam led an assembly to help the children understand the beliefs of Muslims.</li> <li>• Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of inappropriate behaviour or bullying.</li> <li>• Pupil questionnaires showed that the majority (more than 90%) of pupils feel safe at school and that their views are listened to.</li> <li>• Anti-bullying initiatives have included mix-up days when the children are vertically grouped for fun activities and participation in anti-bullying week nationally when all children focus on age specific bullying issues.</li> <li>• The socio-economic descriptor for most children is high but with some less affluent and deprived families. These more vulnerable children are pro-actively provided for, ensuring that they are not disadvantaged in any way e.g 100% attendance on school trips with school fund and local community charities contributions to all families requiring support.</li> <li>• Funding is available for disadvantaged children to participate in extended services provision.</li> <li>• Supportive arrangements are in place for vulnerable families</li> <li>• Children to note is a weekly item in teachers' meetings so that all staff are aware of and able to support those in vulnerable situations</li> </ul>
<p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people 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</li> <li>• The school is aware of its non-diverse intake regarding ethnicity and religious background and so includes many opportunities for children to learn about other cultures and religions. Participation in National Equality initiatives e.g. Black History month.</li> </ul>

	<ul style="list-style-type: none"> <li>• Actively look for opportunities to encourage diversity</li> <li>• Opportunities are consistently created in assemblies, PSHCE, and other lessons to learn about difference and diversity, both in our own community and others, including the global dimension.</li> <li>• Fairtrade was a focus for Diversity activities Spring 2018 during Fairtrade fortnight</li> <li>• The school has links with a Ugandan school through the charity GMI, who regularly visit the school.</li> <li>• Recent links include the Kianjagi School where, after learning of conditions in the school during an assembly in spring 2017, the School council decided to raise money for new class room furniture. They raised money for a cow for the school by organising a fun run on 9<sup>th</sup> May 2017, but on hearing of problems with drought, agreed for their money to be used to provide food for the children in the school.</li> <li>• Harvest Festival involves all children in collecting groceries for distribution by Salvation Army to families in need in Guildford.</li> <li>• Pupils in Year 5 have the opportunity to visit a local mosque, Year 3 a synagogue. A link with the Hindu community is being explored.</li> <li>• The School Council is made up of pupils democratically elected by their peers, including a School Council Executive.</li> <li>• Children are involved in developing strategies for friendship and interaction – school council, circle time, class charters, pupil input to the SDP</li> <li>• Relations are good between groups of people (vertical integration) eg staff sharing lunch, parent helpers, mix up sessions, reading buddies and special friends</li> <li>• Children have guidance on appropriate interaction, respect and empathy PSHCE, Assemblies, – raising awareness, Children voted on suitable fundraising ideas, Kianjagi School</li> <li>• Citizenship certificates awarded weekly</li> <li>• Opportunities are provided in and out of the classroom to foster good relations with a wide variety of people: World links – Destiny Children’s Choir, French pen friends. Links from Diversity Week – Ghana, Switzerland, Wider Community –Local community –Salvation Army,</li> </ul>
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	<p>local charity shops.</p> <ul style="list-style-type: none"> <li>• School has achieved the Gold International Award Autumn 2017</li> <li>• Woking Imam led assembly November 2018.</li> <li>• Staff are positive role models for principles of equality</li> </ul>
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### The Specific Duties – Evidence of Equality Analysis Undertaken

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	<p>The policy is reviewed annually and last reviewed October 2018.</p> <p>Class rules, rewards and consequences are negotiated between pupils and staff annually and sent home for parents to see and sign.</p>	<p>Behaviour log is maintained. 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.</p> <p>Ofsted have classed the 'Personal Development, Behaviour and Welfare of pupils as 'outstanding' (December 2017)</p>
Anti-Bullying	<p>Last reviewed October 2018 and included in the Behaviour policy. Reviewed by Teachers &amp; Governors. Headteacher reports to Governors termly on allegations of bullying.</p> <p>Restorative approach used to discuss instances of bullying. Step by step guide included in the anti-bullying policy.</p> <p>Pupils have an important role to play in the implementation of this policy in their roles as Special Friends and Year 5 buddies.</p> <p>Pupil voice sessions</p> <p>Vulnerable groups identified. Circle time used to discuss any issues and to develop mutual respect</p> <p>School regularly participates in national anti-bullying week</p>	<p>Bullying Log is maintained, and this will be reviewed to check it makes provision for the issues pertaining to the Equality Act. Any instances of prejudice related incidents based bullying are recorded and reported to governors</p> <p>Ofsted (2017) found that 'most pupils state bullying does not happen in school'.</p> <p>It later added that very rare bullying incidents were 'treated with upmost seriousness and investigated promptly.'</p>
Equal Opportunities	<p>Policy systematically reviewed by Governors, annual review and objectives set as prescribed by legislation.</p>	<p>New Equality policy reviewed Autumn 2018 which complies with the requirements of the Equality Act 2010.</p>

Curriculum, Religious Education & Sex and Relationship Education Policies	These policies are regularly reviewed 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. The SRE policy is included in the PSHCE policy and updated annually.	The SRE policy outlines how the school will cover the legal requirements. Christopher Winter scheme used throughout the school (introduces autumn 2017) as advised by Babcock and the PSHE Association.
Learning and Teaching	Learning and Teaching policy is regularly reviewed by leadership team and underpinned by more detailed curriculum policies. 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. There are regular lesson observations by the Headteacher.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. The annual Headteacher's report to governors details evaluation of the quality of lesson observations.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Headteacher and Governors. Constantly updated to reflect changes in legislation and practice. Headteacher is DSL. Deputy Head is Deputy DSL. Both undergo regular training.  All volunteers at school are DBS checked to an enhanced level and given guidelines including safeguarding issues.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality. Annual training for all staff provided by the Headteacher, who is the DSL. Jan (2019), Childnet leading training for children's parents. As a school we are committed to equal opportunities and safeguarding children" Children to note is regular staff meeting agenda item. All staff are aware of individual issues.
Recruitment	Policy reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already underway.	Policy links closely to the Equal Opportunities policy and reflects the new requirements around Health Related questions in applications etc. Some governors have undertaken Safer Recruitment Training. During the recruitment process the Governor role on the panel is to note the gender balance of pupil response during the observed lesson, delivered by perspective teachers.
Disability Equality and Accessibility Plan	Policy was reviewed Autumn 2018, next review due 2021.	Improving disability access to the school is an on-going process. Please see Disability and Equality policy for further

		details.
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### The Specific Duties – Details of Engagement Undertaken

Individual / Group engaged or consulted with	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	<p>Pupils are 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.</p> <p>School council have input to the school SDP and review previous year</p> <p>Pupil questionnaire undertaken annually in Spring and Autumn.</p> <p>Pupils decide on charity recipients via the School Council.</p> <p>Pupil voice sessions conducted by PSHCE leader</p>	<p>Pupils make decisions about school issues through the school council</p> <p>Pupil voice interviews show that all children know that they will get a fair chance to speak during circle time.</p> <p>Children from each year group feel that they have a good choice range of clubs from which they can choose</p>
Staff	<p>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.</p>	<p>Staff identify needs for ongoing training and CPD in a range of areas.</p> <p>Staff concerns are listened to and acted upon.</p>
Governors	<p>Governors regularly review issues pertaining to equality and inclusion at meetings. There is a dedicated link Governor for Equality and Inclusion.</p>	<p>Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.</p>
	The vast majority of parents regularly liaise	Parents increasingly recognise and value the inclusive



Parents	with the school through electronic communications, The Friends of The Raleigh events and consultation evenings. Annual questionnaires receive a good response rate. Staff often contact hard to reach parents by phone as necessary. SENDCo and HSLW may be involved if further difficulty.	ethos of the school and our commitment to inclusion. We will continuously seek to strengthen our commitment to quality communications with all parents. There are questions in parent questionnaire particularly about communication with the school. Strong active The Friends of The Raleigh strengthens community cohesion via a variety of events. The vast majority of parents attend Consultation Evening meetings termly. Those who do not sign up are rung and an appointment is made.
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Targets for 2015-2019	Action required	Assessment /Evidence
For umbrella policies eg curriculum, behaviour, etc to have equality embedded	To be completed as policies are updated. All to be covered by 2018	Behaviour, curriculum, learning and teaching, policies include reference to equality
To invite more parents of varying groups/cultures and backgrounds to share their experiences with the school.	At least one parent visiting the school each term by Sept 2019	Mr Nair has visited year 3 to talk about India. Mr Broughton regularly helps children to cook in the galley.
To continue work on challenging stereotypes via assemblies and anti-bullying week.	Anti-bullying week November 2018  Assembly input  Pupil voice sessions to assess understanding	Anti-bullying weeks have been held every year – classes focus on issues relevant to their age group. Increased awareness of cyber bullying issues and need for SMART rules.  Visitors to the school have included a female airline pilot.

		<p>Challenging stereotypes also included in Oxfam Global citizenship assemblies during summer 2017</p> <p>Pupil voice showed that children feel that anti-bullying initiatives are making a difference (see quotes in anti-bullying section above)</p>
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