

## Information Showing Claygate Primary School has complied with the General Duty

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives

### The Specific Duties –

Duty	Actions Taken
<p><b>Eliminate conduct that is prohibited by the Act</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We continually monitor behaviour in school. We all believe that inclusion and equality are central to all our practice. We recognise that our school is still relatively homogenous, but recognise that our children belong to a society and world that is diverse and multi-cultural.</li> <li>• The school focuses on a Values Led Education. The school has its six core values at its heart;               <ul style="list-style-type: none"> <li>○ Safe and healthy</li> <li>○ Courageous</li> <li>○ Achievers</li> <li>○ Respectful</li> <li>○ Responsible</li> <li>○ Friendly</li> </ul> <p>and all behaviour is expected to be in line with them. These are complimentary to and run alongside the British Values.</p> </li> <li>• 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 staffs who appreciate fully the value of diversity and the need to promote equal opportunities.</li> <li>• Themed weeks eg friendship week focus on our values as do assemblies as well as filtering via the curriculum.</li> <li>• The school has an Equality Policy in place and the current required Disability Access Plan.</li> </ul>
<p><b>Advance equality of opportunity between people who share a protected characteristic</b></p>	<ul style="list-style-type: none"> <li>• Children who have additional needs are well supported in our school and they make progress in line with their individual targets.</li> <li>• The school has a dedicated and experienced SENDCo who works closely with staff within the leadership team.</li> <li>• There are established and effective monitoring systems in place to track children's attainment. Groups and individuals are tracked and teachers are careful to intervene to prevent incidents of behaviour or bullying.</li> <li>• Children report that they feel safe in school and that their views are listened to.</li> </ul>

<b>and people who do not share it</b>	<ul style="list-style-type: none"> <li>Care, guidance and support is outstanding.</li> <li>Anti-Bullying and Behaviour Policies are reviewed with governor, staff, pupil and parent engagement. The Anti-Bullying leader has also written a child-friendly version with the School Council which is also reviewed annually.</li> </ul>
<b>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</b>	<ul style="list-style-type: none"> <li>Equality and Inclusion are central to our school ethos. The strong focus on our shared values enables the children to reflect on their own attitudes and behaviour. There are opportunities in Assemblies and in Citizenship, as well as other lessons and special days/weeks to learn about difference and diversity, both in our own community and others including the global dimension.</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.</li> <li>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media, including our website and Twitter.</li> <li>Our School Council is democratically appointed and is reflective of the existing diversity of the school community. Pupil voice is strong.</li> <li>Class Representatives are elected to represent the Parents and form Parents forum alongside regular questionnaires and informal conversations with parents to ensure parental voice is strong.</li> </ul>

### Specific Duties – Evidence of Equality Analysis Undertaken

<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated</b>	<b>Outcome of analysis</b>
Behaviour	<ul style="list-style-type: none"> <li>The policy is reviewed annually.</li> <li>The behaviour log is monitored and analysed on an on-going basis in order to look for trends and plan interventions where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>The policy is very effective in ensuring a consistent approach and a common language.</li> <li>The behaviour log shows decreasing numbers of children being sent for sanctions with children increasingly able to evaluate their own behaviour in the light of our shared school values. Conversely children increasingly visit the HT for positive behaviours, actions and work.</li> <li>No minority groups are over-represented in the behaviour log.</li> </ul>
Anti-Bullying	<ul style="list-style-type: none"> <li>Annually reviewed by SLT &amp; Governors.</li> <li>Children have an important role to play in the implementation of this policy in their roles as playground friends, supported by our Sports Crew, looking after each other – reporting poor behaviours to adults.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers maintain a log to record of who is sent to the Head Teacher and for what reasons. The Head Teacher also maintains a log. This helps to ensure that any inequality issues are highlighted and action taken to eliminate them.</li> <li>The School use CPOMs to record and track behaviour, identifying trends.</li> <li>Our School operates a restorative approach to bullying issues. ELSA (Emotional Literacy Support) May be used to support both parties after an incident.</li> <li>Sports Crew are trained to support play at break times and regular assemblies are led by them.</li> <li>School Council play a significant role in the community. They update a child-friendly Anti-Bullying policy annually and this is shared with children and parents.</li> <li>We have an annual Friendship Week (Autumn 2).</li> </ul>

Equal Opportunities	<ul style="list-style-type: none"> <li>• Reviewed annually by Governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Our Policy is reviewed annually to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</li> </ul>
Curriculum, Religious Education & Relationship and Sex Education Policies	<ul style="list-style-type: none"> <li>• These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education.</li> <li>• There is a focus on Values Led Education.</li> <li>• The RE policy reflects the requirements of the current Surrey Locally Agreed Syllabus for RE.</li> <li>• Our Relationship and Sex Education Policy has been ratified by Governors (annually).</li> </ul>	<ul style="list-style-type: none"> <li>• The collective worship policy identifies how values are at the heart of all assemblies.</li> <li>• Shared whole school topics enable the curriculum to include many aspects of equality and diversity. We have a termly programme of themes e.g. linked to our values Headlines: Tolerance theme over 2 weeks where children looked at cultural and religious tolerance – Martin Luther King day and Holocaust Memorial day were marked.</li> <li>• In Citizenship lessons, different forms of family life are considered.</li> <li>• The theme of British values is explored annually. As part of this, leaders from major religions are invited to visit the school.</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all children have equal opportunity to access the curriculum through careful planning, challenge and differentiation.</li> <li>• The Teaching and Learning Policy is reviewed annually by all staff and ratified by Governors.</li> <li>• There are regular, mostly informal, lesson observations by teachers and peers and termly strategic visits by governors.</li> </ul>	<ul style="list-style-type: none"> <li>• This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion.</li> <li>• Lesson observations have a regular focus on equality issues.</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>• A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. This Policy is reviewed annually by Governors but is constantly updated to reflect changes in legislation and practice.</li> <li>• The safeguarding audit is completed and sent to Surrey safeguarding annually.</li> <li>• The safeguarding lead governor and Designated Safeguarding Lead meet at least termly.</li> <li>• All governors, staff and volunteers have safeguarding training.</li> </ul>	<ul style="list-style-type: none"> <li>• The school and has rigorous procedures in place for new staff, regular visitors and one – off visitors.</li> <li>• Children are told clearly what they can do if they are worried about anything – there are reminders of helpful contacts posters around the school.</li> <li>• Information re safeguarding concerns and procedures are shared in Newsletters to parents and in weekly staff bulletins. This includes e-safety.</li> <li>• We have a safeguarding team led by the DSL which includes 2 deputies and an online safety lead.</li> <li>• Training for staff and parent workshops are offered alternate years.</li> </ul>

Recruitment	<ul style="list-style-type: none"> <li>• Reviewed annually by Governors and updated as appropriate.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The Recruitment Policy links closely to the Equal Opportunities Policy and reflects the new requirements around Health Related questions in applications etc.</li> <li>• Members of the recruitment panel have been trained in Safer Recruitment and receive regular update training.</li> </ul>
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<b>Individual / Group engaged or consulted with.</b>	<b>Outline the nature of the engagement</b>	<b>Summarise outcomes from consultation</b>
Children	<ul style="list-style-type: none"> <li>• Children are increasingly involved in the leadership and decision making procedures of the school, primarily through the democratically appointed School Council.</li> <li>• School Councilors hold Class Council consultations and feedback to our Pupil Voice Lead / Governors / SLT as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Children report feeling safe and well-looked after in school.</li> <li>• There are virtually no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour.</li> <li>• Children report feeling engaged in the life of the school and their ideas are listened to attentively.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Staff are regularly consulted (questionnaire and discussions) with and a culture of openness and shared accountability means all are able to make their contribution to improving the children's outcomes and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff identify needs at termly assessment meetings with the Head Teacher (HT) and Deputy Head Teacher (DHT) and Special Educational Needs Co-ordinator (SENDCo) and at weekly communication meetings</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Governors regularly review issues pertaining to Equality and Inclusion at meetings.</li> <li>• There is a link Governor for Inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.</li> <li>• They are actively involved in the life of the school, both strategically and in its daily life.</li> <li>• Governors are invited to training sessions. There is regular governor training on a range of issues, and individuals cascaded individual training and learning to the whole group enabling them to feel more confident in their roles.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Almost 100% of parents attend consultation evenings – although we do have to encourage a very small minority. Termly parent questionnaire received a high reply rate.</li> <li>• Parents are regularly invited to contribute to the development of school policy and practice through the newsletter, website and Parents Forum discussion sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion.</li> <li>• We respond to parents' feedback e.g. by inviting individual parents to discuss their concerns with class teachers/HT, making suggested changes quickly and informing parents appropriately.</li> </ul>

Local community	<ul style="list-style-type: none"> <li>• Strong links have been established with a local care home, local churches, a Christian charity (and others), local shops and businesses, leaders of local faiths, Kuk Sool Wan, local scout etc groups and the local police force.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provided a poppy cross for Remembrance day for our local Church of England Church and children participated in the parade.</li> <li>• The children decorate Christmas Trees for the Church at Christmas.</li> <li>• Children visit the Church as part of the RE Curriculum as appropriate.</li> <li>• Religious leaders (Baptist, Jewish and Church of England) are welcome visitors, supporting our work through assemblies and through the development of the quiet space.</li> <li>• Choir / Musicians visit the local Care home and invite residents to events at the school. We have a thriving community choir.</li> <li>• All these things help to strengthen our culture of respect, caring and tolerance and teach children to respect and value diversity.</li> </ul>
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Characteristic	Objective	Success criteria	Review	Responsibility
All	<ul style="list-style-type: none"> <li>• Continue to review all policies</li> <li>• Undertake a comprehensive practice review to audit equalities issues and impact.</li> </ul>	<ul style="list-style-type: none"> <li>• All policies reviewed and updated in light of the Equalities Act and practices audited.</li> </ul>	October 2020	Governors
Race	<ul style="list-style-type: none"> <li>• Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Content of topics, theme weeks and days, and assemblies are used to promote understanding of diversity issues.</li> <li>• Pupils value and respect diversity</li> <li>• Pupils understand that communities share many common attributes</li> </ul>	October 2020	SLT/SRE Leader
Gender	<ul style="list-style-type: none"> <li>• Identify trends of attainment for particular sub-groups based on race / disability/gender etc and to narrow the gap.</li> </ul>	<ul style="list-style-type: none"> <li>• There are effective tracking procedures in place across the school</li> <li>• Underachievement is identified early and effective interventions are put in place to accelerate progress and fill any gaps.</li> </ul>	On-going	HT/SENCO
Disability	<ul style="list-style-type: none"> <li>• Continue to develop an ethos which promotes a positive understanding of disability.</li> </ul>	<ul style="list-style-type: none"> <li>• All children make progress.</li> <li>• All children are valued and make a positive contribution to the school.</li> </ul>	October 2020	SENCO
All	<ul style="list-style-type: none"> <li>• Interested stakeholders receive requisite training in a range of equalities / diversities issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, governors and children have a good understanding of and respect for racial diversity, and of the impact of racism, stereotyping and bullying</li> <li>• Incidents of bullying and/or intolerance are rare and decreasing</li> </ul>	October 2020	HT

All	<ul style="list-style-type: none"> <li>• Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications available to all stakeholders in a range of formats, responding to need.</li> <li>• Identify appropriate support and resources e.g. Braille / community languages etc.</li> </ul>	October 2020	HT / Governors
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