



St. Paul's Dorking

Church of England (Aided) Primary School

Single Equality Scheme

Compiled by:	Headteacher
Responsible committee:	Resources
Approved by Governing Body:	
Review date:	December 2024
Guidance used	Equality Act 2010 From: Government Equalities Office and Equality and Human Rights Commission
This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	

Our Vision: Inspiring Learning, Nurturing Wholeness

Our 6 Christian values are the basis of our school life, they permeate all we do.

Trust "When I am afraid, I put my trust in you" Psalm 56:3

The Christian message is that God can be trusted - we can put our faith in him and confidently rely on him to have our best interests at heart. Trust must be at the core of every healthy team and community: it means we can feel safe. At St Paul's school we learn how to earn the trust of others, how to be trusting and secure in our relationships, and how to rebuild trust when it is broken.

Respect "Show respect for all people" 1Peter2.17

Because we believe that God created all people with equal worth and the highest value, we respect everyone equally. This means that it is important that we are polite, kind, and appreciate each other. We encourage everyone to have respect for themselves, show dignity to all others, and care for our environment.

Perseverance "I can do all things through Christ who strengthens me" Philippians 4:13

Because we believe that God helps us to grow, especially through challenges, we value perseverance. We have a vision for everyone at St Paul's being lifelong learners; trying their best, enduring in tough

times, being open to new experiences. In order to flourish, we aim to support every child with the diverse challenges of everyday life.

Hope “May your unfailing love be with us, Lord, even as we put our hope in you” Psalm 33:22
We believe that God never gives up on us, his forgiveness is a gift and He gives us hope for the future. This means that at St Paul’s obstacles and wrongdoing do not have the last word, and good things can come from any bad situation. We seek to be a community of hope and aspiration that inspires and motivates every child to live their life to the full.”

Compassion “All of you – be like-minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3:8

Christians believe that compassion means ‘to suffer with’ and we learn compassion from Jesus, the suffering Saviour. Within our school we value compassion as it builds empathy, allowing us to connect with others sensitively and with understanding. When we learn how to give and receive compassion, everyone is able to grow.

Wisdom “Respect for the Lord is the beginning of wisdom” Proverbs 9:10

We believe that educating children to be wise is more important than teaching them to be clever. Wise people are discerning, they understand right from wrong and with integrity make God-honouring choices. We pursue wisdom through nurturing a deep understanding of self, family, community, the world and God.

Introduction

This Single Equality Scheme and Equality Policy reflects the commitment of St Paul’s to equality for all members of our school community.

The Equality Policy sets out the school’s approach to promoting equality as defined within 2010 Equality Act which now replaces the three separate duties on race, disability and gender. The policy is supported by this Single Equality Scheme.

THE SINGLE EQUALITY SCHEME

This Single Equality Scheme sets out the practical steps and actions the school will take to promote equality and eliminate discrimination in the areas covered by the Equality Policy.

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

- As a school we should consider age as a relevant characteristic in their role as employers, but not in relation to pupils

The General Duty

Our School, as a public body 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

Our School needs to

- Publish information annually showing that we have complied with the General Duty
- Publish evidence annually 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 their Equality Objectives
- Set and publish Equality Objectives

Our General Duty

Duty	Actions taken
Eliminate conduct that is prohibited by the Act	<p>We have reviewed the whole school profile ensuring class composition lists are up to date.</p> <ul style="list-style-type: none"> • We have revisited and underlined the centrality of equality and inclusion in our Church of England school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. • The school focuses on values based around our faith which promotes an understanding and acceptance of others: we look to be part of the wider community through taking part in local school and community events (eg singing at the care homes, supporting a local charity (Kids for kids), and being a part of St Paul's church community (singing at their lunch club) • There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. • The school has an Equality Policy in place and the current required Equality Schemes and Disability Accessibility Plan
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<p>Pupils who have particular needs are well supported in our school and the majority make progress in line with expectations. Their progress and participation is tracked and monitored and intervention programmes are implemented where necessary to support them in their progress.</p> <ul style="list-style-type: none"> • There are established and effective monitoring systems in place to track pupil attainment. • Pastoral care, guidance and support for all children in our school is very good. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. • All staff are proactive in developing good choices for pupil behaviour. • Our Anti-Bullying and Positive Behaviour Policies, using emotion coaching and the restorative approach are regularly reviewed with pupil engagement – we have just introduced an pupil friendly anti-bullying policy that is displayed in all classes
Foster good relations across all characteristics – between people who share a protected characteristic and	<p>Equality and Inclusion are central to our school ethos.</p> <ul style="list-style-type: none"> • There are opportunities in worship, RE and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. • 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, including kids for kids, the Anti-bullying Alliance and Comic Relief

people and people who do not share it.	<ul style="list-style-type: none"> We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media: Newsletters, Twitter, our website, open afternoons and parent information and consultation evenings. The School Council are democratically appointed and the children's faith team are volunteers from each class and are broadly reflective of the existing diversity of the school community.
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Equality Analysis

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour Policy	This policy significantly changed in 2018-19 to reflect the school's values of respect, compassion and trust. It reflects our belief that we need to understand the impact of our actions and that we need to show empathy to one another to bring about changed behaviour. Forgiveness and reconciliation are at the heart of this policy. The policy is annually reviewed by SLT and Governors. Engagement from pupils and other stakeholders has helped to shape the policy.	Behaviour around the School is good. Children understand the rewards and sanctions that are in place across the School. The changed policy will be reviewed by all stakeholders and information shared.
Anti-Bullying	This policy is annually reviewed by SLT and Governors. Engagement from pupils and parents through Pupil Voice and Parent Voice is vital. We are part of a national anti-bullying project and through this process all stakeholders will be consulted and amendments will be made. We have just introduced a child-friendly policy to support children in the identification of potential bullying.	All bullying incidents are thoroughly investigated, recorded and dealt with. With a monthly review cycle to ensure the changed behaviours have been sustained.
Equal Opportunities (within our Equality Policy and Scheme)	Reviewed annually by SLT, staff and Governors	Policy to be reviewed to comply with the requirements of the Equality Act 2010, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & PSHE Policies	These policies are reviewed annually by Subject leaders and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy follows Diocese guidance. Our PSHE and RSE policies have been ratified by Governors and reflect our school values and is in line with statutory requirements, following consultation with all stakeholders. All of these policies articulate an inclusive philosophy where equality and diversity are celebrated and affirmed.	Our PSHE policy is particularly mindful of diversity and equality and these are considered specifically in the content of the scheme of work
Teaching and Learning Policy and assessment policy	These policies are regularly reviewed and articulate opportunities for all to achieve their best, with inclusive practice at the heart. There is a recognition that all children are uniquely different and provision will be made to ensure that their needs are met, seeking to ensure all children have equal access to the curriculum through teaching styles used. There are regular lesson observations, book scrutinies and pupil interviews to ensure this is being effectively achieved.	This is an evolving policy, underpinned by our value statement of 'Inspiring learning, Nurturing Wholeness'. We want every person, adult or child, to have inspiring learning opportunities that meet their needs. Our lesson observations should have a regular focus on equality issues.
Safeguarding	Safeguarding is at the centre of everyone's thinking here and this policy is instrumental in what we do. It is closely linked to many others, including Equal Opportunities, Behaviour and Anti-bullying. The Child Protection Policy and procedures are annually reviewed by Governors and updated where necessary to reflect changes in legislation and practice.	Ensure all stakeholders have regular and robust training and that it reflects issues pertaining to Equality. Volunteers are made aware of safeguarding practices and all members of the school community are vigilant.
Recruitment	Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act have been implemented in practice.	Procedures are in line with HR guidance to ensure Equal opportunities, in relation to areas including disability, health conditions, gender, and race.

3. Engagement Undertaken

Individual/ Group engaged or consulted with	Outline of nature of engagement	Summarise outcomes from consultation
Pupils	Pupils are becoming more involved in the decision making process in school. This is done primarily through the School Council (democratically appointed child from each class), the ECO team and through the faith team (a volunteer from each class), but also through pupil interviews from a sample of children and through questionnaires.	Pupils feel safe in school. There have been no reported incidences of prejudice related bullying. All staff are vigilant and mindful of this. Policies and practices are in place to challenge and change behaviours. Pupils are engaged in the life of the school and are listened to.
Staff	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.	Staff identify needs for on-going training and CPD in a range of areas, including Equality and Diversity. All staff receive regular safeguarding training and updates.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. The Headteacher reports any incidents of racist behaviour or prejudice related behaviour to Governors.	Governors are fully committed to the vision of ensuring equality within our school.
Parents	The School has a very active and engaged parents' association (FOSPA) which works very closely with the School staff. The school invites parent involvement and has a large number of Parent (and Grandparent) volunteers working in the school each day. All Volunteers adhere to the 'visitor and volunteer guide', where expectations including safeguarding measures are outlined. Parent feedback is welcomed. Parent teacher consultations are very well attended and any parents that do not attend are contacted to make alternative arrangements. There are termly opportunities for parents to come in to school and see their child's work and discuss general issues with the class teacher. Communication with parents is effective via Newsletters, Twitter, 'parent mail', email, texting and the website. Parents' views, opinions and feedback are sought through questionnaires, Parent forums and Parent Voice.	We will seek to strengthen our commitment to offer quality communications with all parents and promote opportunities for further involvement, inclusivity and diversity

4. Our Equality Objectives

Characteristic	Objective	Success criteria	Date for Review	Responsibility
All	To ensure that our school values are represented in a diverse and inclusive way by nationally recognized people who are known to the children.	The school council are in agreement with the figures chosen. The school council present to the whole school. The whole school are able to vote for some of the figures. The children are able to say which figures represent each value. The chosen figures give greater clarity to our school values and enable all children to feel represented.	July 2023	AHT
All	To embed the Jigsaw PSHE scheme of work, ensuring that equality and diversity are taught in a systematic and consistent way across the school, using the units 'celebrating difference'.	Lessons are taught in line with the Jigsaw scheme of work. Children are able to talk about their learning to show their understanding.	July 2023	DHT

All	Class readers show diversity in both their authors and content.	All year groups have reviewed their choice of class readers. Children can talk about the characters and stories in an informed way. All children feel better represented by the characters shown.	July 2024	
All	Training is provided to allow staff to consider unconscious bias around protected characteristics.	Staff show greater awareness of protected characteristics.	July 2024	
Race	To continue to celebrate Black History Month.	The school continues to celebrate the contribution of black and minority groups.	Ongoing	
Race, disability	Year groups review their choice of texts for English lessons to ensure that there is more representation of race, disability and gender.	Choice of texts within each year group is more representative of race, disability and gender.	2025	

