

Cuddington Community Primary School
Single Equality Scheme
September 2024

The Single Equality Scheme requires all schools to consider 'General' and 'Specific' Duties in promoting equality across the full range of protected characteristics which are:

- Sex
- Race
- Disability
- Sexual orientation
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Age in the school's role as an employer

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 relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Specific Duties

- Publish information annually showing that they 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 Equality Objectives
- Set and publish Equality Objectives.

The Specific Duties

a) Information showing the school has complied with the General Duty

Duty	Exemplars of Actions Taken
Eliminate conduct that is prohibited by the Act	• The school maintains a racist incidents log and has done so for a number of years. Such incidents are rare. The 2019 Ofsted inspection noted that 'pupils, including the very youngest of them, understand what bullying is. They were adamant that there is no bullying, and nor are there any racist or homophobic comments at school. Should they need it pupils trust any adult to help them to resolve an issue quickly'. • Reports analysis is undertaken three times a year across all year groups and at every stage. • The Equality Policy is reviewed on a yearly basis and fully complies with the Equalities Act (2010). All school policies have been reviewed to ensure that they comply with the Equalities Act (2010). • The SENCo has worked with the Trust, Surrey County Council and other stakeholders on the council's new Inclusion strategy. • The SENCo meets with all the THPT SENCos on a half termly basis to discuss current areas of concern and share resources and ideas. • The school has high expectations to be always Ready, Respectful and Safe through continued focus on values based learning: Responsibility, Respect, Tolerance, Creativity, Compassion, Fairness, Aspiration, Courage, Honesty, Confidence.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• Throughout the curriculum, equality is advanced through schemes of work. For example, OFSTED noted that 'pupils in Years 5 and 6 are introduced to challenging material, such as the risks of radicalisation, to develop their understanding of current world issues.'

	• The curriculum is being updated to ensure the new RE, due to start in September 2023, is covered. • Through assembly themes, diversity is regularly promoted. The school recognises and promotes anti-bullying week. • PSHE lessons cover inclusivity and discrimination in all year groups and are taught at an age appropriate level. • Ensure that the wider school curriculum makes explicit and implicit provision to celebrate diversity. • Reasonable adjustments are made for individuals to ensure that they have equality of opportunity. We ensure that the correct access arrangements are in place for all students who, without these, would be at a substantial disadvantage in comparison with someone who is not disabled. • Reasonable adjustments are also made for staff to ensure that they have equality of opportunity.
Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it	• The Inclusion department runs a number of different groups including nurture, self-esteem, reading, maths and writing, and Toe by Toe, for identified students. • Student Voice is central to the decision-making processes in our school. Students are regularly and actively consulted on a range of issues. • The school has a well-established buddy programme with pupils in Year 6 supporting reception class pupils. • Our Jubilee centre is a 14 place centre for children with High COIN (Communication or Interaction Needs). Pupils attend core curriculum lessons in the centre and join with mainstream classes for foundation lessons. Access for all children is provided so that children can learn together. • The strong Pastoral Team within the school ensure that good relations are fostered across all characteristics. Through the pastoral teams, a true sense of community is fostered.

- Children in Year 5 attended lunch club at a local church once a month with elderly residents of the local area. Children are first given some training in how dementia may affect people. We are hoping this will restart, post COVID, this academic year.

The Specific Duties

b) Publish evidence of Equality Analysis Undertaken

Policy/Practice Considered	Outline how the policy/practice was evaluated	Outcome of analysis
Anti-Bullying Policy	Students/Staff/SLT/Governors	The policy already addressed different types of bullying. The wording now includes the different protected characteristics as set out in the Equality Act (2010). This is now a THPT policy.
Behaviour Management	Students/Staff/Parents/SLT/Governors	This policy has been amended following additional government guidance and it has been adopted across THPT.
Child Protection/Safeguarding	SLT/Governors	This policy already complies with the Equality Act (2010) and has now been adopted across THPT. It is updated on a yearly basis. The 2022 policy has been updated to reflect the changes embodied in KCSIE 2024.
Equality and Diversity Policy		There is an Equality Policy which complies with the Equality Act (2010). A THPT version has been written which encompasses both students and staff.
Exclusions	SLT/Governors	This policy complies with the Equality Act (2010) and is being updated in light of the new guidance released in summer 2022.
Home-School Agreement	Staff/Students/Parents/Governors	This policy already complied with the Equality Act (2010). Whilst it does not identify specific characteristics, it talks about all children, fairness and consistency. It also includes the

		statement that the school will 'ensure equality for all'.
Recruitment and Selection	SLT/Governors	Policy updated and new requirements regarding health-related questions during selection included.
Special Educational Needs	Staff/SLT/Governors consulted.	There is a clear focus on monitoring and tracking groups and individuals ensuring equality for all. This has been adopted as a THPT policy.

The Specific Duties

c) Publish details of engagement undertaken

Individual/Group engaged or consulted with	The nature of the engagement	Outcomes from consultation
Parents including: • PSA – Parent School Association • Parent evaluations • Coffee mornings • Inclusion Coffee mornings – (MAC) • Annual Reviews for children with EHCPs •	Parents are asked to evaluate evenings they attend including parents evening, open evening, induction evening and various support evenings. Feedback from these evaluations are used to inform future planning. All parents are invited to the inclusion coffee mornings which are calendared once a half term. This is an opportunity for parents of students with SEN/D to discuss particular concerns or worries with the SENCo. All parents are encouraged to meet with the SENCo if they have concerns. Her email address is widely publicised to ensure that parental concerns are dealt with as quickly as possible. We have started a programme of parent coffee mornings with two other local schools for the academic year 2019- 2020 to further support parents of	Parents evaluations are very positive. The small number that raise concerns are contacted individually. The coffee mornings have received positive feedback from parents that have attended and the parents of students with SEN/D appreciate the open door policy of the SENCo and the fact that she is easily contactable throughout the year.

	children with SEND. The sessions prior to lockdown focused on emotional regulation and speech and language support and post COVID on anxiety.	
Students – student voice	Children are surveyed once a year to gain understanding of their school experience. Student Voice has been involved with updating the school's vision and values. Children are asked to contribute to any new initiatives, e.g. OPAL playtimes, and ideas are gathered from all children in age appropriate ways.	Changes have been made as a result of student voice feedback including additions to the home-school agreement. Student questionnaires completed regarding inclusive practice and the results of these have informed the school's vision and values.
<u>Local Community Associations</u> St. Mary's Cuddington Worcester Park Baptist Church Neighborhood meetings Linden Bridge (Specialist ASD School) Epsom and Ewell Police Junior Citizens Epsom Fire Service Spinnaker Trust	Regular meetings held in order to encourage participation in the life of the school and to promote social and community cohesion.	These meetings are on-going and enable to school to make positive links with the local community.
Multi-Professional Team	The school works closely with members of the multi-professional team, including the inclusion officer (IO), educational psychologist (EP), Specialist Teachers for Inclusive Practice (STIPS), speech and language (SALT), occupational therapy (OT), ASD outreach and children's social services to ensure that the appropriate support is put in place for identified students and groups of students. In addition, we have access to the THPT clinical psychology team, a school ELSA and an external provider of therapeutic interventions and this is improving our provision.	This professional dialogue is on-going.

National Autistic Society	Sought guidance and training to improve our provision for students with ASD. Due to our centre for children with High Communication or Interaction Needs (COIN) we have close links with Linden Bridge, the local ASD specific school.	Staff have additional strategies to use to support students with ASD
ADHD training	Sought advice and guidance to improve provision for students with ADHD	LSA attended additional training
Price Training	Whole school engagement in improving practice around behaviour.	All staff attended training and are implementing the behaviour theory into everyday practice.
Surrey Stips	Sought guidance and training to improve our provision for students with trauma and attachment difficulties.	Support programme developed for pupils with possible trauma.
Autism Outreach	Support sought for students with Autism in order to better improve school provision.	SENDCo developed plan for supporting students and making links with external agencies.
Staff	Training undertaken on provision for students with SEND.	Staff trained on quality first teaching enabling them to make provision for students with additional needs in the classroom.

The Specific Duties

d) Set and publish equality objectives

Characteristic	Objective	Success Criteria	Responsibility
Disability	To reduce the percentage of SEN/D students who receive suspensions.	Review appropriate policies including SEN, behaviour management and exclusions Enhanced staff awareness of SEN/D issues Staff training programme on SEN/D	SENCO/ behaviour lead

Gender	To continue to monitor any differences in achievement between genders and to put appropriate support in place.	Termly report analysis Actions in place (curriculum and pastoral monitoring) Identified gap reduced	Principal / Senior Leadership Team
Race	To continue to monitor the achievement of identified groups and to put	Termly report analysis Actions in place (curriculum and pastoral monitoring)	Principal / Senior Leadership Team
	appropriate support in place as required To work with members of the school black and minority ethnic community to develop processes and procedures to encourage our students to challenge racism	Identified groups achieve their potential Whole school: - Action research group (2 members of staff attend a trust wide group) - BAME Champion sharing good practice across THPT - Evaluation and development of the RSHE curriculum to include a greater focus on developing an understanding of, and tackling, racism - Curriculum review to ensure students are exposed to diversity which mirrors that of society - CPD opportunities for staff	

Religion and Belief	To facilitate more open expression of faith and belief in the school community	Faith/belief events and holidays actively celebrated Wider range of outside speakers for assemblies	Principal / Senior Leadership Team
Gender Reassignment	To develop policy and practice for managing and supporting students	Equality Policy reviewed in line with the Equality Act (2010).	Principal / Senior Leadership Team
Sexual Orientation	To develop policy and practice to support students who are LGBTQ+ and LGBTQ+ families	Equality Policy reviewed in line with the Equality Act (2010)	Principal / Senior Leadership Team