

The Specific Duties – Information Showing the St Paul’s has complied with the General Duty – April 2018

Duty	Actions Taken
<p>Eliminate conduct that is prohibited by the Act</p>	<p>We have reviewed the profile of children, parents and the community and revisited and underlined the centrality of equality and inclusion at St Paul’s. It remains relatively homogenous but we recognise that our children belong to a society and world that is diverse and multi-cultural. We have reviewed both school and centre resources to ensure that they reflect the diverse and multi-cultural nature of the world.</p> <p>As a church controlled school, our ethos is underpinned by Christian values. There are virtually no 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. St Paul’s has had a WSF equality policy in place for a number of years.</p>
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>Pupils who have particular needs are well supported in our school and they make progress either in line or above expectations. There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding. Groups and individuals are tracked were relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened too. Our Behaviour (including anti bullying) policy has recently been reviewed. Our newly formed school council supports our work.</p>
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</p>	<p>Equality and Inclusion are central to our ethos. Our ethos, family links work, PSHE and general communications and input, enables users and pupils to focus on identifying and developing shared values. There are opportunities in Play and Learn, Assemblies 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 we contribute to a number of charities each year.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</p>

The Specific Duties – Evidence of Equality Analysis Undertaken by St Paul’s – April 2018

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
<p>Behaviour</p>	<p>The policy has been reviewed recently. Rewards and Sanctions are monitored for adverse trends.</p>	<p>There are no adverse trends evident in the implementation of this policy. A number of children continue to require additional support for playtimes, lunchtimes and non-directed classroom time but our Children’s Centre work and support does seem to be having a positive impact upon this area. The policy will continue to be reviewed annually to ensure</p>

		compliance with best practice and wider school policies and practices.
Anti-Bullying	Part of our behaviour policy, annually reviewed as above.	A Bullying Log is maintained and any incidents reviewed and reported to governors. The review would ascertain whether any issues need to be addressed or practice changed.
Equality	Reviewed annually by Governors.	The joint WSF policy is reviewed annually to comply with the requirements of the Equality Act.
Curriculum, Religious Education & Sex and Relationship	These policies are reviewed in line with our improvement plans 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 (Surrey). Our Sex and relationships policy has been ratified by Governors and was agreed in consultation with parents.	Our staff are reflective practitioners and work hard to ensure that the curriculum reflects our diverse society. Our Sex and Relationship policy has been reviewed since the change in law that includes civil partnerships alongside other relationships and family groups.
Learning and Teaching	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. Policy is reviewed and ratified by Governors.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including equality. Safeguarding is annually reviewed by Governors. The headteacher ensures that policy and practice is constantly updated to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment	Reviewed annually by Governors and the changes to ensure compliance.	When recruiting we check current guidance and ensure that we comply.

The Specific Duties – Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are involved in the leadership and decision making procedures of the school at a level appropriate for their ages - primarily through the through class and group consultation and now school council too.	Pupils report feeling safe and well-looked after in school. 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. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively.

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 ongoing training and CPD in a range of areas.
Governors	Governors review issues pertaining to equality and inclusion at meetings and have actively supported the school in pursuing the need to secure fair admissions to Waverley Abbey Junior School.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	An increasing number of parents regularly liaise with the school through PTA events and the vast majority via parent teacher consultation evenings. Annual questionnaires are sent to all parents although the response rate varies.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to Quality Communications with all parents.

Equality Objectives – April 2018

Equality Objective 1

All groups of pupils to attend school in line with national expectation

Equality Objective 2

To modify the school building to include an additional 1-1/small group distraction free teaching area and also to include an accessible toilet and changing table for child use.