

## Woodlea Primary School - Single Equality Scheme model

**There is no longer a requirement to have this but it has been reviewed in 2026 when Equality Policy & Objectives updated**

The Single Equality Scheme asks schools to consider the ‘General’ and ‘Specific’ duties in promoting equality across the full range of protected characteristics,

### 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 showing that they have complied with the General Duty.
- Publish evidence 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.

## WOODLEA PRIMARY SCHOOL EQUALITY PLAN – reviewed 2024

### The Specific Duties – Information Showing the School has complied with the General Duty

Duty	Actions Taken
<b>Eliminate conduct that is prohibited by the Act</b>	We have reviewed our school profile underlining the need for equality and inclusion in a school that is relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. There are very 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 staff who appreciate fully the value of diversity and the need to promote equal opportunities. The school has an Equal Opportunities Policy, objectives and an Accessibility Plan.
<b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b>	Pupils who have additional needs are well supported in our school and make progress from their starting points. A new “pupil centered” monitoring and tracking system is in place which facilitates pupil and group focused analysis. There are established and effective monitoring systems in place to track pupil attainment. Groups and individuals are tracked where necessary. Teachers intervene to prevent incidents of poor behaviour or bullying, and incidents are logged on CPOMS and followed up. Analysis shows numbers of incidents are low. The vast majority of pupils report that they feel safe in school, and that their views are listened too. Our Anti-Bullying and Behaviour Policies are reviewed annually with the other Trust schools who worked with Behaviour Hubs.
<b>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</b>	Equality and Inclusion are central to our school ethos. There is a strong focus on shared values enabling pupils to reflect on their own attitudes and behaviour. There are opportunities in Assemblies and in PSHE, as well as other special days and weeks to learn about difference and diversity, both in our own community and others including the global dimension. Cross-curricular links provide additional opportunities to explore issues. Workshops for parents on neurodiversity, Autism and anxiety have taken place and we work with The Bridge at Warlingham to build further community links. Our school council is democratically appointed and is reflective of the existing diversity of the school community. The pupil voice is strong.

The Specific Duties – Publish Evidence of Equality Analysis Undertaken

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy is reviewed annually. Records of incidents on CPOMS are analysed and evaluated. Parent, pupil and staff surveys evaluated. School monitoring systems.	There are no adverse trends evident in the implementation of this policy. Significant behaviour issues remain the exception rather than the rule.
Anti-Bullying	Incidents reported as part of HT report to governors. Anti-bullying policy is annually reviewed by SLT & Governors. Pupils support the policy in their roles as buddies and playground leaders. All classes played an active role in anti-bullying week. Data analysis of incidents record on CPOMS and pupil voice.	All suspected or proven cases of bullying are recorded on CPOMS and fully investigated. Parent surveys very few parents have reported that they feel their child is being bullied. Pupils report that if they report concerns teachers sort things out. Children can talk about the definition of bullying and understand it is repeated events over time.
Equal Opportunities	Reviewed annually by Governors.	Policy has been reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education, Collective Worship & SRE Policies	These policies are reviewed annually 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 (2023-2028). Our RSE policy has been ratified by Governors and materials are shared annually with parents.	The collective worship policy identifies how values are at the heart of all assemblies, and these include key events and figures from world religions. The curriculum is constantly being reviewed to ensure it is diverse in its content. Books and resources materials are being reviewed and enhanced.
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 careful planning and differentiation. The policy is reviewed regularly by staff and ratified by Governors. There are regular learning walks by teachers and termly strategic visits by governors.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Learning walks evaluate access to the curriculum. Trust work on belonging and underserved has involved staff training around these aspects. An common language is being developed Trust wide.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.	An annual audit is carried out by an external body. The HT and Safeguarding lead meet termly to evaluate practices. Areas for development are acted on swiftly. There are procedures in place for new staff and regular visitors in addition to annual updates for all staff. Parent information sheets are sent out regularly around safeguarding, such as using the internet and games with chat facilities.
Recruitment	Reviewed annually by the Trust & Governors and updated as appropriate. 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.	Policy links closely to the Equal Opportunities policy and reflecting the new requirements around Health Related questions in applications etc. Trust HR training and support is given to ensure practices comply. Headteacher and governors have completed safer recruitment training.

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 consistently involved in decision making procedures of the school. There is a democratically appointed School Council, but also opportunities for class and group consultation and questionnaires etc.	The vast majority of pupils report feeling safe and well-looked after in school. There are almost no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupil feedback is listened to and, where possible, their views are acted upon.
Staff	Staff are regularly consulted on a range of issues with through meetings, Inset, briefings etc. We aim to establish a culture of openness and shared accountability so that everyone is able to make a contribution to improving pupil outcomes and well-being.	Staff feedback is taken into account in all aspects of school life. Staff identify needs for ongoing training on diverse needs. Recent training on PDA and Autism is supporting staff to ensure practices support inclusion. Recent Trust INSET days have looked at belonging and the underserved and how every interaction is an intervention. This work is to continue.
Governors	There is a link Governor for Anti-bullying, SEN and for safeguarding.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	Parents views are sought and we have an open door policy. Parent surveys and specific parent workshops support parents to be involved in school activities and policy making. View of parents are sort.	Parents recognise our commitment to inclusion. Parent attendance at SEND workshops have been high and parents appreciate this support. We respond to feedback from parents and continue to seek ways to strengthen quality communication.
Local community	Links are being re-established with the local community following COVID and changes in staff. We have links with the local church, Glebe, local history group.	The school celebrates Christmas and Easter at church. Links with the Local History society and Local residents were made as part of Local History week. We need to continue to re-build links and expand links.