Single Equality Scheme-Duties   The Winston Churchill School

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
- Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

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

'A strong commitment to ensuring equality of opportunity, respecting differences and tackling discrimination is at the heart of the school's planning and day-to-day management' - OFSTED Report extract on The Winston Churchill School

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

Duty (in bold)	Actions Taken
Eliminate conduct that is prohibited by the Act - eliminate discrimination, intolerance, harassment and victimization.	• The school has maintained a racist incident log for a number of years and such incidents have remained very low. • The school has extended its recording to cover other forms of prejudice related bullying. This is monitored through the school SIMS Behaviour management system, which in turn informs priorities for targeted intervention. • The school actively has targeted interventions to raise the educational outcomes of its vulnerable groups and has focused especially on: Pupil Premium students, Special Education Needs and Disabled (SEND) students with SEN K status as well as those that have a Statement of SEN, Education Health Care Plan, Free School Meals students (FSM) and those at the highest risk of falling into the Not in Education, Employment or Training (NEET) and RONI (Risk of NEET Indicator) status. • All school policies (statutory and recommended) have been regularly reviewed in line with the school's published policy review schedule and the school Equality Policy complies with the requirements of the Equalities Act 2010.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it – promote equality of access and opportunity within our school and within our wider community.	• The school regularly participates in promoting diversity themes that include high profile Disability Awareness, Challenging Homophobic Language, and Anti Bullying Themes. The Anti-Bullying Committee (students) has been established and all stakeholders are involved in high profile initiatives that promote and celebrate difference. The school has achieved the Anti-Bullying Bronze Charter Award. • Over recent years the school has developed curriculum initiatives to advance equality, for example by introducing the study of particular texts in English that facilitate learning around diversity themes • There are established and effective monitoring systems in place to track student attainment of all inclusive groups, including Looked After Children and those students entitled to additional funding provision through the Pupil Premium.
Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it – promote positive attitudes to difference and embed positive, mutually respectful relationships with students, families and staff	• Equality and Inclusion are integral to our school ethos. There are opportunities in assemblies and in PSHCE, as well as other lessons, to learn about difference and diversity, both in our own community and others, including the global dimension. • Student Voice is a central aspect of our student culture and students are regularly and actively consulted on a range of issues. The School Council addresses issues of equality in meetings with

with different backgrounds, genders, sexual orientations, cultures, faiths, abilities and ethnic origins.	outcomes contributing to meaningful change in the life of the school and the community. • The school has a well established Peer Mentoring and Support Programme with trained volunteers, part of whose role is to support vulnerable students and provide advocacy support. • We also have Nurture Groups and run a Parent Support Programme. • The school hosts students and adults from a range of institutions, as a community provider, and the school embraces partnership work with a range of schools that fosters good relations between both staff and students of different backgrounds, including our long established international partnership school, The Bishop Ngala School in Kenya. The Winston Churchill is very proud of its award for Internationalism and its fundraising, that provides the education for a cohort of students at The Bishop Ngala School.

The Specific Duties – Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Equality Policy	- Annually reviewed by students, staff, parents and governors. - Reviewed in line with Babcock 4S (partners in education), Surrey County Council Guidance for Schools. 'Implementing the Equality Act (2010) and Developing the Single Equality Scheme in Surrey Schools'	Policies streamlined and updated to comply with the Equality Act 2010 (includes the identified protected characteristics). There is a single 'Equality Policy' rather than separate documents.
Behaviour	- Stakeholders widely consulted in the statutory annual review of the Behaviour Policy and its impact. - Parents (through termly calendared Parent Forum meetings) - Staff (through written comment, whole staff open forum and Behaviour Strategy Working Group) - Students (through School/ Year Council representation and annual student surveys) - Partnership exchange with best practice in local schools and schools nationally - In line with research and key practitioners that include globally recognized Bill Rogers - In line with DfE guidance and legislation (Education Act 2011 and Equality Act 2010)	- There is a renewed focus on the importance of consistency in policy application - Collective ownership of the policy by students and staff, in particular - Student voice impacted to restructure Rewards and Recognition Programme (reviewed termly) introducing Achievement Points for agreed criteria - Students feel safe at school - link Governor reports/visits 2015-2017and LA Safeguarding Audit Feb.2017
Anti-Bullying	- Impact of policy reviewed with student voice through statistical and qualitative data from annual student surveys - Policy extracts form high profile, annually revised, student planner pages on Anti - Bullying - Students and parents consulted through the Anti-Bullying Committee and Parent Forum respectively.	- The policy has a focus on support for both the victim and perpetrator and addresses specific types of bullying - School Information Management System (SIMS) enables recording and monitoring of alleged bullying incidents and outcomes across a range of bullying categories e.g. homophobic, cyber, verbal, physical

	• Centrally logged bullying records monitored regularly by the Assistant Headteacher (AHT)and feed impact of policy • Policy evaluated in terms of type and number of incidents, student verbal and written views, and through student discussions with school link safeguarding governor (and subsequent report)	bullying etc • Restorative approaches and Restorative Justice have impacted positively to modify behaviour and restore relationships and rebuild lost confidence. • Students confident to report bullying and know who to go to both in and outside school as evidenced in student surveys
Special Education Needs	• Changes in place September 2014 to comply with new SEN Legislation. SEND 14 offer published and accessible on website. Staff and Governors consulted, under the lead of the Special Education Needs Co-ordinator	• The school has a clear focus on monitoring and tracking groups and individuals. There is a clear link here with disability discrimination and this is to be further developed to ensure that our students with SEND receive further appropriate support.
Recruitment and Retention	• Staff, SLT, the Safeguarding Senior Strategic Group and Governors review the Safer Recruitment policy annually	• Policy and procedure complies with the Equality Act 2010 and termly school link safeguarding governor visits and subsequent reports evidences sound practice by the school.
All school policies	• Key stakeholder consultation, such as students, staff and parents amongst others, the norm in the review and production of school policies. Governing Body scrutiny in providing recommendation, questioning and holding the school to account in the process of policy review. Equality Policy and Equality Act (2010) underpins the formulation of policy and practice across the school. Policies reviewed in line with Policy Review Schedule 2016/18.	• Policies agreed by the Full Governing Body following a comprehensive process of review, documented in Part 1 Governor Committee meeting minutes.

The Specific Duties – Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Students	Students are increasingly involved in the leadership and decision making procedures of the school, impacting to make real, significant change. Student views are actively listened to by form tutors, middle and senior management, the Headteacher and governing body. Minutes of meetings evidence the outcomes of student involvement. The School and Year Council representatives are democratically appointed by peers. Students are representative of all inclusive groups, including 'vulnerable' groups, and complete questionnaires on a range of equality issues, at least once annually.	Students report feeling safe (link governor reports 2015/17 and LA Safeguarding Audit 2017) Qualitative data from students forms a priority action plan. There are very few reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with misbehaviour that ranges from low level to serious disruption to the life of the students at school. Students report feeling engaged in the life of the school and their ideas are listened to attentively in a range of forums. Examples of student consultation directly impacting on outcomes on equality issues include the revised Anti-Bullying Policy (pages in the student planner are entirely owned by the student voice in the form of the Anti-Bullying Committee); the annually revised school Behaviour Policy; the revised Home School Partnership Agreement; the Induction Pack for new students which delivers a strong message of inclusion and equality within school ethos; and the revised school uniform code 2017/18
Staff	Staff are regularly consulted with on policy and practice. An emerging culture of openness and ownership with policy, practice and procedure means all are able to make their contribution to improving student outcomes and well-being. The review of the Behaviour Policy, for example, invites written comment from every member of staff (teaching and non-teaching). This is followed by an open forum for discussion and debate, before recommendations and outcomes are shared on formal agendas at Senior Leadership Team meetings, before being scrutinized by	Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Although not an identified problem, staff would like to be able to deal more confidently with more uncharted areas of diversity, particularly managing homophobic and transphobic language and behaviour. Progress on this front has been evident, for example, with a high profile series of assemblies most recently in the spring term 2017/18, targeting and educating staff and students on why and how to challenge homophobic language and bullying behaviour. Staff, for example, have received specific anti-bullying training from KIDSCAPE which has been cascaded to the training of students who are trained as cyber bullying mentors to support students

	governors.	inside and outside the school.
Parent Engagement	Key examples include: • Parent Forum meetings held termly. Lead by the DHT. Agenda incorporates issues of Equality including a revision of the Behaviour and Anti Bullying Policies and practice. • Parent questionnaires and evaluations feed planning and review of practice (e.g. from Learning Review days) • Parent Teacher Association (PTA) termly meetings • Regular and ongoing, open-door meetings/calendared Headteacher surgeries for any parent of present or future students. Addresses issues raised or put to the meeting by prior agreement. • Year 7-11 Information Evenings led by respective Year Leaders and core subject leaders • Parent View – written comment monitored by a named governor feeding back to the governing body and school	Parents report satisfaction with the school (Ofsted 2015 and 'Parent View ') and the progress of their children. We work closely with parents / carers of students with protected characteristics. Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. There is a small group of parents who are 'hard to reach' and need continued partnership building and creative guidance from the school for them to overcome their own barriers to engage and support their child's school experience in order that equality is embedded into the life of the school for all students. Confidence and a user friendly facility and mechanism for every parent to access the Virtual Learning Environment (VLE) is a continued priority for the school. We will seek to strengthen our commitment to Quality Communications with all parents. Parent Forums 2015/17 reference the impressive, much improved communication under the leadership of the Head.
School Partnerships and the Local Authority (LA)	A growing culture of researching and sharing best practice with partnership schools at primary (transition), secondary, special school, Short Stay School and college status, in addition	Stakeholders, including students, staff, parents and governors, are receptive to proposed policy and plans in the knowledge that there is evidence of impact and positive outcomes already proven from partnership schools, tailoring such input to

	to regular consultation, advice, guidance and updates on significant national and government developments and initiatives provided through dialogue and documentation with the LA, enables the school to take policy and practice forward with confidence.	transform the school's vision into reality on the issue of Equality as well as on many other aspects. The Single Equality Scheme was in part initially drafted and then devised, for example, further to an exchange of practice between schools that include those from the Woking and NW Surrey partnership of schools, such as Collingwood College and Tomlinscote School.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. Governors are critical friends of the school, holding the senior management and ultimately the Headteacher to account for the quality of education provided and ensuring that the school is operating within the realms of national education legislation and the law.	Community, parent and school governors scrutinize policies, plans and practice, make recommendation for further review, provide advice, guidance, support and challenge, concluding in the agreement and publication of school policies for all stakeholders to access. Governors are fully committed to the vision of establishing and maintaining a fully inclusive school. The Equality Policy and Single Equality Scheme reflects discussion and consultation with governors, reviewed at least once a year.
Community Open Door Policy	Open-door policy for any parent or member of the community to approach the school and raise issues of concern with the Headteacher or SLT.	Issues of concern around parking arrangements for disabled visitors on school site, for example, have been considered and resolved in partnership.
Support Organisations / External Agencies: include the police (Youth Affairs Officer and a team of Police Community Support Officers –PCSO); Community Adolescent Mental Health Team – CAMHS; Behaviour Support Team; Home-School Link Worker and Education Welfare Officer (EWO). <u>Note:</u> full list documented within Behaviour and SEND policies	Ongoing liaison and input into life of the school. Consulted on a range of issues pertaining to student well-being and the development of policy on Anti - Bullying, Behaviour, SEND and Equalities. Police, for example, consulted in the review of the Behaviour Policy, E-safety Policy, Anti-Bullying policy.	Partnership with support agencies in reviewing policies and practice impacts positively on student well being, achievement, attainment and stakeholder relationships and partnerships.

The Specific Duties – Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
Sexual orientation – use of discriminatory language	To specifically profile and develop initiatives that tackle the use of discriminatory language used by students pertaining to sexual orientation, particularly homophobic language. Data (SIMS) reviewed termly to inform planning and targeted intervention	Number of incidents of discriminatory language tackled with students, logged on School Information Management System (SIMS) in line with the Behaviour Policy, minimal or show significant reduction over a 2 year period.	Termly review 2017/18	Senior Leadership Team (SLT) AHT lead.
Special Education Needs (SEN)	To raise the attainment of SEND students, particularly those with Emotional and Social Difficulty (ESD), who are on Student Support and EHCP on the SEND register	Enhanced staff awareness of SEND issues and enhanced accountability for teaching staff on attainment outcomes for SEND students across curriculum subject areas evidenced in SEND progress, achievement and attainment data across all Year 7-11 cohorts.	Termly data captures 2017/18	SENCO & SLT Subject Leaders (SL) Year Leaders (YL)
Disability	To reduce exclusions and improve attendance of students with SEND / Disabilities.	Exclusion data evidences a continued downward trend in SEND exclusions over a 3 year period in terms of %SEND exclusions in proportion to SEND students on role 2015-2018	Termly exclusion analysis & termly HT report on exclusions. Annual report to governors.	DHT / SENCO
Disability	Steps are taken to completely eliminate negative stereotypes of disability across the school and to promote positive understanding.	Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.	November 2017	SLT / SL
Disability	To review the physical environment , and access, through termly Health and Safety audits	Physical environment to provide easy access for all. Access Plan actions and targets met.	July 2019. Termly 2016/19	SLT/ Site Team/ external consultant/Finance Site and Buildings (FSB) and link Safeguarding governors
Sex	To continue to promote gender equality and work to close the attainment gap between boys	Attainment gap continues to close and boys maintain and improve on their current achievements.	August 2018	SLT

Characteristic	Objective	Success criteria	Date for review	Responsibility
		and girls.		
Religion and Belief	To facilitate more open expression of faith and belief in the school community.	Actively celebrate a diversity of faith / belief events and holidays.	October 2018	SL Religious Education & Line Manager
Race	Students gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc, provide opportunities for students to gain awareness of and learn about racial and cultural diversity other than their own, impacting positively on attitudes that embrace, appreciate and celebrate diversity	October 2018	SLT YL SL (RE & PSHCE)
Pregnancy and Maternity	To develop more robust policy and practice for managing and supporting teenage mothers.	Case studies evidence suitable, sustainable, supportive education provision and positive educational outcomes and post 16 pathways.	November 2018	SENCO/YL
All	Stakeholders receive requisite training in a range of equalities / diversities issues.	CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality.	November 2018	SLT
All	Review all school statutory and recommended policies/guidance documents in line with the school's policy review schedule.	Equalities Act and Equality Policy underpins the review of all school policies.	As per policy review schedule 2016/2018	SLT/Governors