



HOLY TRINITY C of E PRIMARY SCHOOL

Benner Lane, West End, Woking, Surrey, GU24 9JQ

Executive Head: Mr J Hills

SINGLE EQUALITY SCHEME (LOCAL)

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Foreword

Holy Trinity C of E Primary School welcomes the implementation of the Equality Duty for the Public Sector and the Community Cohesion Duty. We have chosen to produce this Single Equality Scheme (SES) document in order to fully demonstrate our commitment to promoting and embedding equality and community cohesion into all of our work.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children.

The publication of this document is not, therefore, the end of a process but the beginning, ensuring that equality and community cohesion best practices are central to all our work.

Mr J Hills

Headteacher

1. Introduction to our Single Equality Scheme and Action Plan

Schools are required to meet significant 'positive statutory duties' in the area of equality. These duties require schools to promote equality of opportunity in everything that they do.

The "Public Sector Equality Duty" means that schools may not take a **reactive** approach to equality, but a proactive approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of potential inequality before they have the chance to have an impact on people;
- make changes to ensure that any areas of potential inequality are eliminated.

Overall, Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002, The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007.

As of 1st April 2011, The Equality Act (2010) has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Disability
- Gender Reassignment
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Pregnancy or Maternity
- Age (as their role as employers)

We believe everyone has the right to be treated fairly. Our commitment to British Values through PSHE, SRE, RE lessons alongside collective worship and school values promote equality and a positive understanding of these protected characteristics at an age appropriate level. The scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme (SES) and Action Plan covers a 3-year period from **2022-2025**. It integrates our statutory duties in relation to race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, age, marriage and civil partnerships and promoting community cohesion. The duties cover: staff, pupils, and people using the services of the school such as parents and community and includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme (SES) and Action Plan enables us to achieve a framework for which action covers all eight equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the SES and action plan. This will be reviewed by our Governing Body and will cover activities undertaken in relation to the eight equality strands and promoting community cohesion.

2. Meeting our duties

Under statutory duties all schools have a 'General Duty' to:

i. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

ii. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it; this means:-

- removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

iii. Foster good relations between persons who share a protected characteristic and persons who do not share it; this means:-

- tackling prejudice.
- promoting understanding.

Our commitment to this is evident in our Inclusion Policy which should be read in conjunction with this scheme.

Race Equality

The **general duty** to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability Equality

The **general duty** to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

The **general duty** to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the school community.

Age, pregnancy and maternity

We must ensure that we do not to discriminate on these grounds

Sexual orientation, religion, belief,

We must ensure that we do not to discriminate on these grounds and that school provision supports the children's understanding at an age appropriate level so as to promote understanding and eliminate discrimination.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance to meet our objectives.

3. Our school Values and Aims

In meeting the duties described above will mean that all our actions will embody our school's values and aims, in particular:

Jesus said: ".....you shall love your neighbour as yourself." *Mark 12 v30, 31*

SERVICE. I will remember the needs of others and be selfless and caring. "Do for others what you wish them to do for you."

COURAGE. I will do what is right regardless of what my friends say or do. I will be courageous and face things I find difficult.

COMPASSION / LOVE. When another hurts, I choose to care. When people are starving it matters to me. "And look out for one another's interests, not just your own."

LIFE IS OF INFINITE VALUE. I know human life is precious. I will value others because I know I am valued by God. I will help others to feel good about themselves.

HUMILITY. Everybody is important. I will not think I am better than others. It pleases me when others are praised.

At Holy Trinity CE Primary School we aim to:

- **Strive for achievement and celebrate success** – inspiring children to set ambitious personal goals and to realise their full potential in achieving high standards socially, spiritually, creatively and academically both as individuals and collectively as part of a team.

- **Live our Christian values** – recognising that we are culturally diverse and that everyone matters, we place our Christian values at the heart of all that we do. These are embraced by everyone engaged with our school to make for a **caring Christian community** as demonstrated through a selfless attitude, polite manners and exemplary behaviour.
- **Collaborate and support** - parents, children, staff, local community, diocese and governors actively **working together** in partnership, recognising every individual's rights and responsibilities towards themselves and others to enrich the learning experience of all pupils.
- **Raise awareness of the world around us** – **encouraging** pupils to be aware of their responsibilities within the local, national and global community to help create a sustainable future.

(The complete list of values and aims are attached (Appendix B and C) and can be viewed on the school web-site and school prospectus.)

We strive to make the best possible provisions for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

We respect diversity. We know that treating people equally is not simply a matter of treating people the same. We believe the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.

We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.

We are proactive in our efforts to identify and minimise existing barriers or inequalities.

We seek the views of all groups affected by the policies and work of our school and try to involve them in policy review.

We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all pupils in our school.

4. Our School Setting

Holy Trinity C of E (Controlled) Primary School has a Published Admission Number (PAN) of 60 with the capacity to accommodate 420 pupils, aged 4-11. We currently have 418 children on roll.

'Holy Trinity is a larger-than-average school. The proportion of pupils eligible to receive free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is also below the national average. The majority of pupils are of White British background. There are very few pupils who speak English as an additional language. The proportion of pupils who join or leave the school part way through their education is below the national average. Recent external awards achieved by the school which support equality include: Unicef Rights Respecting Schools (2019) Eco Schools (green) award (2015), Active Mark (silver) (2018) and Healthy School status (2020 updated).

Holy Trinity is a two form entry voluntary controlled C of E Primary School educating and caring for children from a mixed social and economic background but with a high proportion of professional families. The school is situated in the village of West End but children come from a very wide catchment and from distinct and separate villages.

Holy Trinity has a high proportion of able children. The level of special needs is below the national and Surrey average. The current figures are 37 children on the SEN register, with many others receiving additional support. There is a wide polarity between able and less able. The school therefore provides a range of provision for the less able with a number of support groups in each year and for a large number of able children and some gifted children in such areas as sports.

From our School Census **Autumn 2022**, we have been able to analyse the following information:-

Our pupil gender mix is 50.9% male, 50.7% female. The gender balance in the years is as follows:

Reception male 49% female 51%

Year 1 male 52%, female 48%

Year 2 male 49%, female 51%

Year 3 male 52%, female 48%

Year 4 male 43%, female 57%

Year 5 male 57%, female 43%

Year 6 male 54%, female 46%

Ethnically, 72% of our pupils are White British, 2% are White European, Gypsy 1% and 4% White Other. Total 79%

Our pupils of Black African (0.4%), Indian (2%) and Other Asian (2%) origin. Total 4.4%.

Other Mixed (2%), White and Asian (2%), Pakistani 0.4% and White and Black Caribbean (0.7%). Total 5.1%

We do not have information for 2% of our children.

Although the predominant language in our school is English (96.6%), 1 or 2 children in each year group have first languages of German, Greek, Gujarati, Hebrew, Spanish, Polish, Afrikaans, Hindi, French and Arabic.

Currently 1.9% of our pupils are eligible for free school meals and 8.9% are identified as having Special Educational Needs (SEN).

5. Collecting and analysing equality information for pupils

Holy Trinity C of E Primary School is an inclusive school where the rights and responsibilities of the school community are the basis of every class charter at school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her/his potential.

We collect and analyse the following equality information for our pupils:

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Inclusion in the following groups: English as Additional Language EAL, Special Educational Needs SEN, Free School Meals FSM, gender, Ethnic Minorities EM, travellers, Looked After Children LAC, Military, term of birth, disability, etc...

6. Collecting and analysing equality information for employment and governance

Holy Trinity is committed to providing a working environment free from discrimination, victimisation and harassment.

Holy Trinity C of E Primary School also aims to recruit an appropriately qualified workforce and governing body that is able to provide a service that respects and responds to the diverse needs of the local population.

All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. Applicants however can choose to indicate they do not wish to give this information.

All information relating to staff is kept on the school's central database – SIMS.

We collect and analyse the following profile information for our staff and governors.

Information Gathering (Staff and Governors)

- Applications for employment (via local authority recruitment forms)
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance case – if any
- Staff appraisals/performance management.

We are mindful of the Laws relating to confidentiality when devising this Plan and Action Plan. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and GDPR, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required.

7. Consultation and Involving People

Holy Trinity C of E Primary School is a suburban, predominantly white, community. We appreciate that the legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans, and we endeavour to involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute also.

We involve pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme (SES) and action plan.

Examples include:

- Discussion at School Council
- Contact of parents/carers
- Discussion at staff meetings
- Discussions at governing bodies
- Discussion with local schools including Surrey Heath Learning Partnership
- Discussions with other TAMAT schools

During discussions, the following good practice was identified:

- Disabled toilets and disabled access externally to most of the learning areas
- Staff well trained on the needs of particular children
- Friendly and approachable staff – with male and female role models
- Procedures in place to meet medical needs children may have in conjunction with School Nursing team and in line with the school's Medical Policy
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place – including Healthy Schools criteria
- Individual Learning Plans (ILP) in place for pupils with specific needs

Discussions also identified the following needs:

- Ensure easy access to the Equality Scheme when complete – for all our staff community. Share the findings equally and easily
- Ensure all in the school community understand the definition of 'Disability' as stated by the 2005 Disability Act
- Ensure children are taught about differences and tolerance – as part of the PSHE curriculum
- Create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs
- Ensure community views are sought in a variety of ways – rather than just questionnaires, to ensure equality of ability to participate in any information gathering
- To invite representatives of various charities and organisations relating to race, disability and gender to school to give advice and support and assist with curriculum development (lead assemblies etc)
- Improve areas of the school to ensure they are fully accessible to all in our community – including those with physical disabilities, hearing and visual disabilities
- Play an active part in TAMAT EDI strategy through auditing, actioning and working together.

8. What have we achieved so far?

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

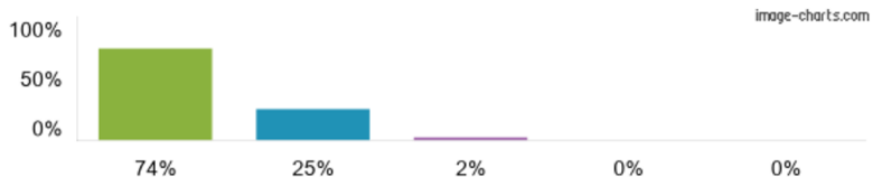
"Pupils are very proud and happy at Holy Trinity. They are confident that should any incidents of bullying happen, staff will deal with them efficiently. Relationships between staff and pupils are thoughtful and caring. Pupils respect diversity. One pupil said, 'What is most important is that we are kind and don't hurt anyone's feeling just because they look different.'

Leaders have high expectations. Through the 'leader in me' approach, pupils learn to take responsibility for themselves and the community. For instance, pupils raise funds for charities, write letters to residents at the local care home, sing at community events and collect donations for the food bank." OFSTED 2022

Children have a high regard for the need to treat everyone equally and a concern for justice around the world. They are developing their appreciation of Christianity and other major religions both as part of modern British society and their place in the world. Religious education (RE) makes a significant contribution to the children's social and moral development as well as supporting their appreciation of the school's values and how they are lived out.

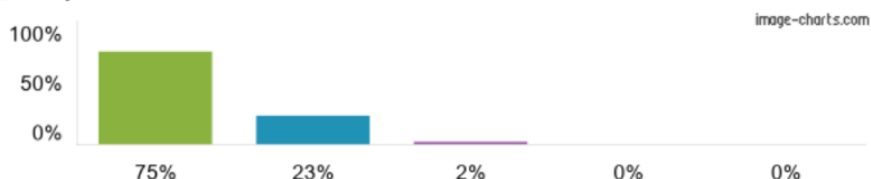
(Statutory Inspection of Anglican Schools –SIAS – Jan 2017)

➤ 1. My child is happy at this school.



Figures based on 65 responses up to 25-05-2022

➤ 2. My child feels safe at this school.



Figures based on 65 responses up to 25-05-2022



Race equality

We have very few racist incidents. Last year (2021-22) there were 3 recorded racist incidents.

Disability equality

The whole school went to the London Paralympics in 2012 which gave a wonderful opportunity to give high profile to this area. In recognition of our visit we have a carved wooden wheelchair reading chair for outside. Holy Trinity has had children with various disabilities over the last 6 years: one wheelchair user, two visually impaired children and one child with cerebral palsy. All pupils and staff are fully involved in the life of the school and have full access to all we offer. The school has been adapted to accommodate the needs of these children. If we foresee that mobility could become a greater issue for staff, pupils, governors or parents action will be taken. We recognise that the music room, demountable classroom and school playing field are not conducive to independent access for a wheelchair user – in which case the timetable is adapted.

In addition we believe that Holy Trinity C of E Primary School can celebrate the following good practice:

Community Cohesion

- Teaching, learning and curriculum – Our curriculum is fully accessible to all children. Parents are regularly informed of the learning that takes place both in newsletters and through open meetings. We feel that our curriculum has a global perspective, (e.g. African School links) enabling children to see themselves in context in the wider world community. Our children through PSHE and the RE curriculum, have a sound understanding of difference and how different is neither better nor worse – it is something to be celebrated.
- Engagement and extended services. All our children have access to a range of extended services. Our Inclusion leader actively seeks to provide additional support to families where needed (e.g. housing, finance, speech and language) and we work closely with the children's centre to provide joined-up support to pupils and their families.

Age

- There is representation on our School Council from children of all ages. The School Council meets regularly and is supported by staff members. They disseminate discussions and decisions via class meetings and assemblies.
- As children progress through the school the children begin to gain responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community e.g. Red Caps and Year 6 Lunchtime Leaders.
- There are many opportunities for pupil voice across the whole school: WHAM team, Eco-Warriors, Sports Councillors, Well-being Ambassadors, digital Leaders.

Religion and Belief

- As a Church of England Controlled Primary school the school follows the Surrey guidelines for its Religious Education curriculum. Pupils are taught about Christianity and the major world faiths – Judaism, Islam and Hinduism in detail together with the celebration of other major faiths important to our school community e.g. Diwali, Chinese New Year. Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people and to encourage the value of respect for all. As a C of E Primary School we have links with the local church. Local clergy, Open The Book Team or members of the Engage team may lead Acts of Worship throughout the year. All children are encouraged to attend – and participate at their own level. We respect parents right to withdraw their children from RE and Collective Worship.

9. Equality impact assessments

Equality impact assessment is a systematic method of checking all school policies and practices to ensure they are genuinely accessible and meet the needs of all our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

Holy Trinity C of E (C) Primary School is keen to ensure that none of its policies and practices disadvantages people with disabilities, from different ethnic backgrounds or a differing gender. The school has in place a range of associated policies that have been agreed by all staff and governors.

All school policies are reviewed over a three year period – over the next review cycle, provision for disabled staff and pupils will be considered.

10. Other School Policies

We have used our existing school policies and documents to inform our Single Equality Scheme (SES). These include:

- School Development Plan
- Inclusion Policy
- Learning and Teaching Policy
- Personal, Social, Health Education & Citizenship Policy
- Inclusion and Accessibility Action Plan
- Special Educational Needs Policy
- Anti-bullying policy and Behaviour Policy
- Whistle-blowing Policy
- UN Convention on the Rights of the Child
- KCSiE Sept 2022

11. Roles and Responsibilities

The governing body will:

- monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents to ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan
- ensure that all governors are aware of their legal responsibilities under equality legislation
- receive and discuss regular equality reports on progress and performance
- monitor achievement of equality targets
- check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief

Annual pay review committee will monitor recruitment and career progress of staff from different groups and communities.

Resources committee will ensure reasonable adjustment to building and resources to best support disabled learners.

Children and Learning committee will ensure reasonable adjustment and support is provided for disabled learners.

The Headteacher has day-to-day responsibility for co-ordinating the implementation of the scheme. The head teacher will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- monitor to ensure effective implementation of the Scheme and Action plan
- provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme
- Head of School, Assistant Heads or Headteacher deal with incidents of discrimination or harassment

The senior leadership team will:

- drive forward implementation of the Scheme and Action Plan
- A member of leadership team to coordinate and monitor equality and diversity
- monitor progress and attainment of learners from different groups and communities
- support staff to carry out their role in implementing this Scheme
- provide effective leadership on equality, inclusion and community cohesion
- ensure the Scheme is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization

Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues. All staff will:

- recognise that they have a role and responsibility in their day-to-day work to:

- promote equality, inclusion and good community relations
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or are subjected to any inappropriate language or behaviour. All staff will also ensure that students are encouraged to:

- recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying strategies
 - respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

Our parent/carers have a responsibility to themselves and others to treat each other with respect, to feel valued and to model behaviour that supports an inclusive school. All parent / carers will:

- promote equality, inclusion and good community relations
- model appropriate language and behaviour
- inform the school of bias and stereotyping
- work to promote anti-bullying strategies
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

We will take steps to ensure all visitors to the school, including parents and carers are adhering to our commitment to equality.

12. Commissioning and Procurement

Holy Trinity C of E (C) Primary School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

13. Publishing our scheme

Our Single Equality Scheme (SES) will be made accessible to all persons within our local and school community in the following ways:

- School website
- Staff and parent newsletter
- Staff induction

14. Annual Review of Progress

- We will continue to review annually the actions we have taken in the development of our Single Equality Scheme (SES) which include:
- The results of any information gathering activities for race, disability and gender and how we used this information towards improvement
- The outcomes of involvement activities from minority groups within our community
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme (SES) and Action Plan every three years.

15. Ongoing evolution of our scheme

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings and leadership team meetings
- Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.

Appendices:

- A. Faith, Ethnicity & Culture, Socio-Economic Factors - Surrey Heath Comparison
- B. Equality and Diversity Impact Assessment and Strategy

See Accessibility Plan for detailed action plan.

Appendix A

Faith, Ethnicity & Culture, Socio-Economic Factors - Surrey Heath Comparison

	Faith	Ethnicity & culture	Socio-economic factors
England	Vast majority Christian Next largest proportion are Muslim Higher proportion of Hindu & Sikh than SE areas Negligible Buddhist & other religions, although slightly higher proportion nationally for Jewish faith than compared with SE regions 2 nd highest proportion state no faith followed	Vast majority white British Compared to SE regions analysed higher proportion of Indian, Pakistani (excl Woking), Bangladeshi, Caribbean & African Vast majority born in England After England; next highest proportion born outside EU Lower proportion of non-home nation EU born people than SE regions	Marginally more females than males Average (median) age is just under 37 Higher proportion of 18-24 year olds than Surrey, Surrey Heath and Woking Lower proportion of working age groups than Surrey, Surrey Heath and Woking Majority of >16 year olds married Higher proportion of manufacturing than SE regions Higher proportion of no qualifications than SE areas
South East	Vast majority Christian Lower proportion of Muslim than seen nationally Similarly with Hindu & Sikh faiths Higher proportion on people with no faith than other regions analysed	Vast majority white British Similar make up to Surrey and Surrey Heath, apart from slightly higher Pakistani & Caribbean ethnic origins Lower proportion of people born outside the EU	Marginally more females than males Average (median) age is just under 38 Higher proportion of 18-24 year olds than Surrey, Surrey Heath and Woking Lower proportion of working age groups than Surrey, Surrey Heath and Woking Majority of >16 year olds married Higher proportion of real estate, renting and other business activities than national
Surrey	Vast majority Christian; higher than national proportion Similar proportion of Muslim, Hindu & Sikh faiths to SE region Higher than national proportion with no faith	Vast majority white British Higher proportion of non-British/ Irish white than national and SE proportions	Marginally more females than males Average (median) age is just under 39 Similar age group profile to England, but slightly lower proportion of 18-24 year olds Majority of >16 year olds married Higher proportion of real estate, renting and other business activities than national Higher proportion of managers and Senior officials than England Highest proportion of outright owned homes
Surrey Heath	Vast majority Christian; higher than national & SE proportion Similar proportion of Muslim, Sikh, Hindu, Jewish and other religions to SE regions;	Vast majority white British Higher proportion of non-British/ Irish white than national and SE proportions Lower proportion of Indian, Pakistani, Bangladeshi, Caribbean & African	Slightly higher proportion of males to females than other areas, although still marginally more females than males overall Average (median) age is just under 38 Lowest proportion of 18-24 year olds Highest proportion of working age groups Lowest proportion of retired age groups

	<p>lower than national proportion</p> <p>Lower proportion of people stating no faith</p>	<p>A lot lower proportion of Pakistani than Woking</p>	<p>Highest proportion of married people >16</p> <p>Higher proportion of real estate, renting and other business activities than found nationally</p> <p>Highest proportion of managers and Senior officials</p> <p>Highest proportion of highest grouping of number of qualifications held</p> <p>Highest proportion of mortgage owned homes</p> <p>By far the lowest proportion of council housing; highest proportion of housing association homes</p> <p>Comparatively low number of crimes</p>
Woking	<p>Vast majority Christian</p> <p>Much higher proportion of Muslim faith than surrounding areas and much higher than national proportion</p>	<p>Vast majority white British</p> <p>Much higher proportion of other white (non-British/Irish) and Pakistani than National or any of SE regions analysed</p> <p>Higher proportion than any other area of people born outside EU.</p> <p>Higher proportion of born in non-home nation EU countries</p>	<p>Marginally more females than males</p> <p>Average (median) age is just under 37</p> <p>Similar age profile to Surrey Heath, although lower working ages proportion</p> <p>Majority of >16 year olds married</p> <p>Higher proportion of real estate, renting and other business activities than national</p> <p>Comparatively low number of crimes</p>

Appendix B - Equality and Diversity Impact Assessment and Strategy

An impact assessment is a detailed and systematic analysis of the potential or actual effects of a policy or practice to ascertain whether it has a differential impact on identifiable groups of people.

Assessment should take place not only of all formal policies and practices, but also informal ones because of the need to eliminate indirect discrimination. Impact assessment is an anticipatory process that will allow the school to predict possible barriers faced by equality groups.

What are the Outcomes of Impact Assessments

A report should be compiled at the end of each impact assessment process by the policy owner and widely disseminated detailing:

- The reasons for the assessment taking place
- The results of the involvement of and consultation with groups
- Detail of any impact identified
- Any changes to a policy as a result

The reasons for this are to raise awareness of the school's commitment to equality and diversity, to comply with equalities legislation to undertake and publish impact assessments, to develop open and clear systems of assessment and to ensure that staff and students are aware of changes to working practices.

STEPS TO IMPACT ASSESSMENT

Identify aims of policy (Is it equality relevant?)

All policies could potentially have an impact on equality. However, in terms of prioritising it is reasonable to assess those which clearly could have a significant impact on different groups.

Analyse available data

This involves identifying the data that is required to undertake an impact assessment and asking whether the data exists. If the data is not available, the start of the impact assessment could be to establish monitoring of the policy. However, it may be reasonable and practical to identify potential impact of a policy/decision without specific monitoring data e.g. by using qualitative data such as anecdotal evidence, the implications of changes in legislation, conducting consultation, involving minority groups or asking for the opinion of experts. If quantitative data is already collected, then how can it be used to identify whether groups are adversely affected?

Assessing impact

We need to assess whether the policy has, or is likely to have, a differential impact on relevant equality groups. Differential impact can be positive or negative, direct or indirect, and indicates that the policy affects a given group or groups in a different way to the majority. The key aspect to look for is any

evidence of adverse or negative impact as this could indicate discrimination even though entirely unintentional.

Adverse impact can be identified by looking for:

- A lower participation rate of equality groups compared to others
- Certain groups having lower success rates in particular processes
- Whether eligibility criteria appear to disadvantage certain groups
- Whether access to services and benefits is reduced or denied in comparison with other groups
- Whether a group faces increased difficulty or indignity as a result of a policy
- Whether a policy reduces benefits disproportionately for one group

If an adverse impact is found then steps should be taken to eliminate it or, where legally permissible, mitigate the impact as far as possible.

Eliminating or reducing any adverse impact

The adverse impact of a policy can be mitigated by:

- Making changes to the policy itself
- Making changes to the method of its implementation
- Replacing the policy and using an alternative one which meets the same aims

EQUALITIES IMPACT ASSESSMENTS

EQUALITY AND DIVERSITY POLICY IMPACT ASSESSMENT FORM

Policy /Section:	Review Date:
1	What does the Policy aim to achieve?
2	Why was the Policy developed (what was the rationale?)
3	Who are the stakeholders in the Policy?
4	Which groups benefit from the Policy?
5	What methods were used to gather evidence for this assessment e.g. meetings/briefings with staff, e-mail consultation, quantitative data gathering and analysis, questionnaires etc?
6	Is there any evidence of higher or lower participation or uptake by the equality strands: Race Gender Age Disability Sexual orientation Religion and belief?
7	Is there any evidence that different groups have different needs, experiences, issues and priorities in relation to this policy?
8	If adverse impact on minority groups exist, what is the level of risk and how will the Policy be amended?
9	Do minority groups benefit positively from the Policy? In what way?
10	Has the Policy been through a process of consultation with minority groups? If not, who should be consulted?
11	Is there an opportunity to promote equality of opportunity or community relations more effectively through the Policy, or by working with others?
12	This Impact Assessment will be signed off by the Head and reported to governors along with action plan as necessary.