



Dormansland School

SPECIFIC DUTIES DOCUMENT

1. Information showing that the school has complied with the General Duty

DUTY	ACTIONS TAKEN
<p>Eliminate conduct that is prohibited by the Act</p>	<p>Our School Vision: <i>When they leave us, children will be confident, resilient learners, with a positive self-image, who are ready for the challenges, opportunities and social responsibilities of a continually changing world.</i></p> <p>We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a community school that serves a number of local communities whilst recognising that our children also belong to a society and wider world that is diverse and multi-cultural.</p> <p>There are virtually no reported incidents of any kind of discriminatory or prejudice-related bullying or poor behaviour. Any incidents which may occur are managed effectively by staff, who appreciate the value of diversity and the need to promote equal opportunities.</p> <p>The school has a Single Equality Scheme, to which it adheres, and which is updated annually.</p> <p>The school curriculum places diversity and anti-discrimination at the heart of what our children learn.</p>
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>The school promotes equality of opportunity throughout the school and across the curriculum, whenever possible. Our values clock ensures that diversity is celebrated regularly.</p> <p>Children who have particular needs are well supported in our school and they make progress in line with 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 where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Children report that they feel safe in school, and that their views are listened to. Our Anti-Bullying and Behaviour Policies are reviewed annually with specific pupil engagement, through the work of both our Young Governance and our Behaviour Ambassadors teams. This year the Behaviour Ambassadors have produced a 'Happiness and Friendship' booklet for families, which promotes our Restorative approach to behaviour management in school and reinforces the positive aspects of behavior, rather than specifically about anti-bullying.</p> <p>The Young Governors create a Children's School Development Plan, as part of the overall SDP, and reports regularly to governors on progress against their targets.</p> <p>We will not tolerate prejudice of any kind and will always seek to challenge any prejudiced views, either from children or from parents, in a sensitive and constructive manner.</p>
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it</p>	<p>Equality and Inclusion are central to our school ethos. There are opportunities in Assemblies, PSHE, Geography as well as other lessons to learn about difference and diversity, both in our own community and others, including the global dimension. Children and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year. We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. Our Young Governors and House Captains are democratically appointed and are broadly reflective of the existing diversity of the school community.</p> <p>Our Young Governors and Behaviour Ambassadors are fully inclusive teams.</p>

2. Published Evidence of Equality Analysis Undertaken

Policy/Practice Considered	Outline how the policy/practice was evaluated	Outcome of Analysis
Behaviour and Safety	<p>The policy has been reviewed recently with engagement from children and parents through school council and parents forum.</p> <p>Behaviour trends are analysed termly by SLT and are considered when planning further interventions, across all aspects of the school day, including lunchtimes.</p> <p>Children play a vital role in the development of our behavior systems, with a primary focus on taking responsibility for their own behavior choices.</p> <p>Restorative Approaches to Behaviour Management are in place across the school</p>	<p>Strengths:</p> <p>There are no concerns re the leadership and management of Safeguarding.</p> <ul style="list-style-type: none"> • Safeguarding and CP policy is robust, on the school website and reflects legal guidance • Staff, parents and governors have clear codes of conduct • Staff and governors have read and signed Part 1 of KCSIE • GB has clarity of role in monitoring safeguarding • DSL team are clear about their role and there is adequate cover for the setting • Pupil attendance is monitored closely with good first day responses • Pupil voice indicates children feel safe. ICT Co-ordinator is CEOPS trained • CCC and CP records are comprehensive, now on CPOMS • Whole school ethos evidences safeguarding being embedded across the setting. Staff receive regular updates re hot topics
Safeguarding	<p>A core policy and area of practice, and again closely linked to many others, including Equal Opps</p> <p>Annually reviewed by Governors. Constantly updated to reflect changes in legislation/practice.</p>	
Anti-bullying	<p>This forms part of the Behaviour Policy and is annually reviewed by SLT, staff & Governors.</p> <p>Children have an important role to play in the implementation of this policy and it is revisited regularly in assemblies, Young Governors, Behaviour Ambassadors and PSHE.</p>	
Equal Opportunities	<p>Policy to be reviewed annually by Governors to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</p>	
Safer Recruitment	<p>Reviewed when appropriate by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already underway.</p>	

Policy/Practice Considered	Outline how the policy/practice was evaluated	Outcome of Analysis
Curriculum, Religious Education and SMSC Policies	<ul style="list-style-type: none"> • 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. 	Areas for Development: <ul style="list-style-type: none"> • <i>School to map current curriculum provision for teaching about safeguarding/SMSC issues and undertake gap analysis</i>
Teaching and Learning	<ul style="list-style-type: none"> • 'Learning Culture' policy reflects how the school focuses on improved attitudes to learning for all children. • Our philosophy and methods seek to ensure that all children have equal opportunity to access the curriculum through the teaching styles used. • Policy is reviewed annually by Senior and Middle Leadership and ratified by Governors. • There are regular lesson observations by SLT, teachers and external advisors. • This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. 	Strengths: <ul style="list-style-type: none"> • <i>Policy reflects whole school approach to improving attitudes and readiness for learning, with school ethos underpinning this approach</i> • <i>Senior and middle leaders monitor and evaluate the quality of teaching and the impact this has on pupil outcomes for all identified groups</i> • <i>Regular, detailed, strategic monitoring and evaluation schedule in place, which has a relentless focus on the school's key priorities for teaching and learning</i> • <i>Expectations of teaching staff are suitably high and aspirational</i> Areas for Development: <ul style="list-style-type: none"> • <i>Further develop teachers' use of questioning, with a focus on dialogic learning to develop deep understanding and mastery across the curriculum</i>

3. Published Details of Engagement Undertaken: TO BE ACHIEVED BY THE END OF SUMMER 2023

Individual/Group engaged or consulted	Outline the nature of the engagement	Expected outcomes from consultation
Children	Pupil interviews	<ul style="list-style-type: none"> • Children's voice is fully integrated into SDP • Children report that they feel safe and listened to in school. They know who they can trust with their worries and are able to talk about their feelings, in an attempt to resolve issues
Staff	Staff survey (internal) Staff survey (Leadership review) Annual appraisal cycle (particular focus on reducing workload)	<ul style="list-style-type: none"> • <i>Key Messages</i> document reflects the opinions of all staff • Staff morale is high and reflects a commitment to the school's ethos and vision for the future
Governors	Governor questionnaire	<ul style="list-style-type: none"> • Governors share the HT's vision • Governors support and challenge the school's SLT through a combination of regular committee and FGB meetings and a highly strategic schedule of monitoring visits across the year • There is a culture of openness and transparency between governors and SLT
Parents	Parent questionnaire ParentView responses: ongoing Parent Forum	<ul style="list-style-type: none"> • 100% of parents would recommend our school to others!

4. Equality Objectives

Characteristic	Objective	Success Criteria	Date for review	Responsibility
Eliminate conduct that is prohibited by the Act	Ensure that the Specific Equalities documents are in place and adhered to.	Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan.	Spring 2024	HT
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum. SRE should consider the implications of Civil Partnerships alongside other relationships and family groups.	Curriculum will reflect the diversity of the Equality Act, through chosen texts, resources and age-appropriate discussions with children. Wider range of cultural visits and talks available to all children through their education at our school. SRE curriculum will reflect a wider range of family groups.	Spring 2024	T4aching staff
Learning and Teaching	Diagnostic learning walks should include a regular focus on equality issues.	Equality/SMSC issues play a central part in every lesson and this is reflected in the presentation of the learning and in the children's understanding.	Summer 2024	HT/SLT/MLT
Safeguarding	Continue to ensure that all staff and governors have access to quality Safeguarding training and that this reflects issues pertaining to equality.	Staff and governors kept up to date with the latest safeguarding legislation and recommended practice in schools. Time is given to reflect on these within our own school context. Children feel safe and secure in school.	Ongoing	SBM/HT
Safer Recruitment	Policy links closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.	Policy follows all current legislation and guidance in regard to these issues.	annual review	SBM/HT
Behaviour and Safety	Implement principles and practice of RA to behaviour management within existing structures	RA practices become the norm in our school behaviour management by ALL staff.	Ongoing	All staff
Anti-bullying	Processes reviewed to have a clearer focus on issues pertaining to the Equality Act.	All processes relating to anti-bullying are focused clearly on the rights and responsibilities of the children to come to school without fear of prejudice or persecution.	Annual review	SLT & Behaviour Ambassadors