

Duty	Actions Taken
<p>Eliminate conduct that is prohibited by the Act</p>	<ul style="list-style-type: none"> • The school maintains a log of prejudice related incidents via CPOMS (Child Protection Online Management System). This is shared via the Safeguarding Audit which is reviewed regularly • Students take part in various activities focused on Anti-Bullying. For example, events during Anti-Bullying week and Personal Development (PD) activities. • There is a team of students trained as well-being ambassadors. • We use student voice surveys and the school council to help gather information on Anti-bullying from a student perspective. • Performance of students is reviewed during the post-reports reviews by Faculties and the Head of Year Teams- (including focus on disadvantaged students)-. • Strategies to support SEND students and help remove barriers to learning are shared with staff regularly • Performance of Disadvantaged students is a key focus for the school.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • The core values at Carrington are published in all classrooms and feed into the weekly assembly themes and PD activities. • Students follow a comprehensive Personal Development (PD) curriculum that has been updated in line with statutory changes from September 2020. This is supplemented by enrichment activities such as theatre productions on PD themes and external interventions such as Youth Workers to develop knowledge and understanding of difference • We have an inclusive school culture to promote equality of opportunity between those who have a protected characteristic and those who do not.
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> • Carrington has a strong Student Leadership Team and successful School Council, part of whose role is to support vulnerable pupils and provide advocacy, this includes support from Wellbeing ambassadors. We also have two experienced School Counsellors; a member of staff who provides ELSA style Emotional Support Sessions. We work with local organisations such as SparkFish to offer Drawing and Taking sessions and group and 1:2:1 mentoring; and the BeMeProject to support emotional wellbeing and building self-confidence. We also work with an experienced prison officer who runs an intervention programme for students we have identified as needing preventative work. • Our team of exceptional Year 11 Prefects focus on modelling good behaviour and relationships. Part of the role of this team is to challenge prejudice and discrimination and to work with staff to identify any vulnerable students as they move around the school premises. • Each Autumn Term, Year 7 students joining Carrington School are supported by an extensive Transition and Induction Programme led by a dedicated Head of Year 7. Those needing additional support with transition and induction, receive this support as soon as possible • New students who joined Carrington School as an in-year admission, via a Managed Move or as part of our unique Alternative Provision, are supported with Transition Action Plans and their progress is reviewed regularly

	<ul style="list-style-type: none"> • Since March 2020, we have also employed a full-time Home School Link Worker to further engage our families, including those who have traditionally been hard to reach • Student Voice is a central aspect of our student culture and students are regularly and actively consulted on a range of issues. The Student Council addresses issues of equality in its meetings and all student groups are represented in student voice exercises – for example our teaching and learning conferences. • All students at Carrington School are also mentored every two weeks but a consistent member of staff to support their academic progress, and their wellbeing and behaviour • We have devised the DICE Levels of Intervention Model – based on the Surrey’s Effective Family Resilience Model and the SEN Profiles of Need – which provides four levels of intervention for students under the categories of Development, Inclusion and Centre of Excellence (DICE). All decisions regarding Causes for Concerns are linked to these interventions
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The Specific Duties – Information Showing the School has complied with the General Duty

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.

Carrington reviews policies at timely intervals. Where appropriate, relevant groups are consulted on changes to the policies. For example, the Anti-bullying policy was reviewed in 2018 with the School Council.

The Leadership Team data dashboard is updated and analysed every 6 weeks.

The Specific Duties – Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Parents and Students	<ul style="list-style-type: none"> • In addition to the scheduled parents evenings and “Meet the Teachers” event, parents/carers are kept informed through emails and phone contact home, meetings, regular reporting and the use of Go4Schools software. • Parents/carers’ views are gathered through surveys at timely intervals over the course of the year. • Student voice is gathered at timely opportunities over the course of the year. There is a School Council that meets with a lead teacher. 	%
Community	<ul style="list-style-type: none"> • We have strong community links via our Home School Link Worker • Local organisations such as SparkFish regularly visit out school and work with our students • We have close ties with key individuals in Children’s’ Services, the police and work effectively with them to fully support our students 	<ul style="list-style-type: none"> • Individual students are given support via the DICE Levels of Intervention Model • Leaders in the school are made aware of when issues outside of school may impact progress/engagement in school, and support in the local area • Students are made aware of the police perspective on local/national issues such as Knife Crime and Staying safe online via PD lessons, and through attended events in the local area.
Business engagement	<ul style="list-style-type: none"> • Carrington School employs an experienced Careers Advice and Guidance Co-ordinator who has strong links with local organisations and businesses, and works with them to invite professionals into Carrington School to work with students as part of enrichment activities, careers events or mentoring programmes. She also offers targeted 1:2:1 sessions with students, all to meet the Gatsby Benchmarks successfully each year 	<ul style="list-style-type: none"> • All students get annual engagement with impartial careers guidance, such as through a careers fair and options evening • We have strong coverage against Gatsby Benchmarks compared to national levels/averages

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Autism support, ASD Outreach, Behaviour support service, Speech and Language Therapy (SALT), REMA, Learning and Language Support (LLS)	<ul style="list-style-type: none"> • Outside agency support is sought from these agencies on an ongoing basis. • Our SEN Team utilises these service regularly and feedback about students is shared centrally 	<ul style="list-style-type: none"> • Consultations with external agencies are used to inform strategies for individual students and provide staff training. • Individual students receive direct support from external agency professionals as appropriate.

Equality Targets 2022-2025

- To close the gap in outcomes of disadvantaged students at Carrington compared to non-disadvantaged nationally.
- To improve the outcomes for SEND School Support (K) students
- To continue implementing the updated PD curriculum in light of national guidance
- To audit and update the provision for educating students on SMSC and British Values
- To seek ways to track involvement from students with a protected status in school opportunities