



Monkhouse Primary School Equality Action Plan (Including Accessibility)

Link to public sector equality duty	protected characteristics	Objective / Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timeframes?	Early Success Indicators
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p>	All	Continue to increase our school community's knowledge and understanding of equality and diversity issues. Use staff meeting, phase team, GB meeting and CPD sessions to review policy and practice.	<p>Include a question about parent awareness of equality and diversity scheme in bi-annual survey / parent voice?</p> <p>Conversations with staff to collect information</p>	HT /SLT	Autumn 2016	Increased awareness through revisit of survey
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p>	All	Continue to increase pupil, staff and governors awareness of legal and human rights and responsibilities that underpin society.	<p>Include a question about parent awareness of equality and diversity scheme in bi-annual survey / parent voice?</p> <p>Conversations with staff to collect information</p>	HT / DHT	From Autumn 2016	Staff, pupils and governors are all familiar with the equality policy.
<p>Specific duty to publish information</p> <p>Accessibility</p>	ALL	<p>Publish and promote the updated Single Equality Scheme through the school website, newsletter and staff meetings</p> <p>Annually update published information about the locality and the school profile within the Single Equality Scheme.</p> <p>Increasing body of school documentation to be available in electronic format via the school website. (Virtual Office)</p>	<p>Include a question about parent awareness of equality and diversity scheme in biannual survey / parent voice?</p> <p>Conversations with staff to collect information</p>	HT / DHT / Admin staff	Shared on website Autumn 2016	<p>Staff, pupils and governors are all familiar with the equality policy.</p> <p>Parents are aware of the Single Equalities Scheme.</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p> <p>Accessibility</p>	ALL	<p>Undertake equality impact assessments to identify the impact or effect either positive or negative of our policies and procedures on various sections of the school community paying particular regards to the need of specific groups.</p> <p>Update canvassed opinions of school community parents, staff, governors, community users and pupils about equality and diversity in updated questionnaires and pupil voice.</p> <p>Establish a focus group as needed to discuss issues as required. Established – meet twice approx year.</p>	Where negative impacts are identified, take steps to deal with this.	HT	Annually	<p>Community and public awareness of the school.</p> <p>Any policies updated in the future will have a consideration of equality and diversity.</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p>	Race / Ethnicity Gender	Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. Data input and analysis will be	Achievement data, analysis of specific groups.	HT / SLT Curriculum Committee (GB)	Termly	Analysis of teacher assessments / termly data will show closing of any gaps for different vulnerable groups.

<p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p>	<p>Disability Age</p>	<p>more accessible to staff with the introduction of Classroom Monitor. GENDER SEND EAL data analysis completed by LT.</p>				
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p>	<p>All</p>	<p>Ensure that the Curriculum planning promotes role models that students can positively identify with, with reflects the schools diversity in terms of race, gender and disability.</p> <p>All phases to plan opportunities within each term project to raise awareness of life experiences / cultures of other children, either nationally or internationally. Assemblies have continued to have a diverse theme – linked to different religions and role models from different cultures.</p>	<p>Increase in pupil participation, confidence and achievement levels.</p>	<p>Class teachers, subject leaders to monitor.</p>	<p>Autumn 2016 – ongoing</p>	<p>Raise profile of awareness for different groups. Notable increase in pupil knowledge and understanding of a range of cultures and communities.</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p>	<p>All</p>	<p>Ensure good relations between people from different backgrounds – continue to ensure that displays across school promote and celebrate diversity. Pupils have opportunities through a detailed RE curriculum(Revised Spring 2016) to learn about different cultures and draw on the experiences of each other</p>	<p>Increase in pupil participation, confidence and positive identity. Monitor through PSHCE</p>	<p>All staff. Well being team (NO & LE) to lead on monitoring and impact</p>	<p>Autumn 2016 - ongoing</p>	<p>Displays show diversity and celebration of the awareness and understanding across school of different groups.</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p>		<p>Continue to follow the advice / services of the LA and draw on the expertise of external partners on adaptation of the curriculum to best support all pupils. Focus on narrowing gaps in PM</p>	<p>Increase in pupils' participation, confidence and achievement levels</p>	<p>Inclusion Lead, Class teachers.</p>	<p>Autumn 2016 – ongoing</p>	<p>Analysis of teacher assessments / termly data will show closing of any gaps for different vulnerable groups.</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p>	<p>Race Disability</p>	<p>Revision of PSHCE Long and Medium term plans and resource provision to ensure that aspects related to Equality and Diversity are addressed appropriately. Completed Spring 2016 Curriculum content to explicitly address the causes and consequences of discrimination and help pupils recognise and challenge stereotypes e.g through Show Racism the Red Card. Assemblies to routinely address / challenge stereotypes and address issues. Assembly themes overview</p>	<p>Increase in pupil participation, confidence and positive identity – monitor through PSHCE</p>	<p>All Staff, PSHCE Lead.</p>	<p>Autumn Term 2016 - ongoing</p>	<p>Raise profile of targeted groups within the school community and notable increase in understanding of equality issues, participation and confidence.</p>

<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p>	Disability	<p>Promote good relationships between people from different backgrounds. (Explore inviting in representatives from disability equalities groups to meet with children as part of PSHCE work.)</p> <p>Link to international work – visits to and from China and India.</p> <p>Arts mark work –focus on international culture and art</p> <p>To further develop Autumn 2016 . This year – Church visitors</p>	Increase in pupil participation, confidence and positive identity – monitor through PSHCE and themed weeks	All Staff, PSHCE Lead.	2016	Raise profile of targeted groups within the school community and notable increase in understanding of equality issues, participation and confidence.
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p>	Religion	<p>Further develop children's understanding of cultural / faith similarities / differences of groups in our locality.</p> <p>RE lead to further develop the RE curriculum plans and provision, following LA agreed coverage.</p> <p>Coordinators to promote a wider schedule of visits to places of worship and invite members of different faith groups to support during RE lessons / collective worship</p> <p>All classes to arrange one visitor or visit out per year to meet RE curriculum</p>	Increase in pupil participation, confidence and positive identity – monitor through RE	All Staff, RE Lead.	2016	Raise profile of targeted groups within the school community and notable increase in understanding of equality issues, participation and confidence.
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p> <p>Accessibility</p>	Race / ethnicity Gender Disability Religion Age	<p>Recognise and represent the talents of protected groups in opportunities aimed at more able pupils. Make sure these opportunities represent the school population.</p> <p>Consider ways to develop this further next year. Involve children in the planning of events such as Chinese New year, Muslim festivals etc</p>	Review of how and when the most able pupils are identified. Analysis of race, gender and disability.	Inclusion and assessment lead	ongoing	Analysis of the students identified as more able. Does it represent diversity?
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p> <p>Accessibility</p>	Race / ethnicity Gender Disability Religion Age	<p>Continue to make sure that all pupils make a positive contribution to the life of the school. e.g. through involvement in the pupil leadership team, eco team, young sports leaders by election, class exhibitions.</p> <p>NO to identify the spread across each group so that it reflects our school community.</p>	Pupil Leadership team/ / young sports leaders representation monitored by race, gender, disability.	Well being team. (PSHCE Lead)	ongoing	Diversity in all pupil group membership
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p>	All	<p>Continue to identify, respond and report racist incidents. Report the figures to the GB and Local Authority on a termly basis.</p>	The Headteacher / Governing Body assess incidents and review each	Headteacher / Governing Body	Reporting – December, April, July.	Teaching staff are aware and respond to racist incidents . Consistent nil reporting is challenging by GB.

<p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p> <p>Accessibility</p>			case.			
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p>	All	<p>Actively seek to fill governor vacancies from under-represented groups when vacancies occur.</p> <p>Have nominated governors with links to – SEND, Community, RE / faith groups</p>	<p>Representation of groups seen in data analysis.</p>	<p>Chair of governors , rest of Governing Body</p>	<p>Whenever vacancies occur</p>	<p>More diverse range of groups within board of governors.</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p> <p>Accessibility</p>	All	<p>Continue to provide a rich, focused programme of focused in service training for support staff, as needs arrive of groups or individual, to narrow the gap in achievement between groups where / when necessary.</p> <p>Source CPD opportunities for staff who work with pupils with disabilities / additional needs. (eg Language and Communication Needs) to modify and differentiate the curriculum appropriately.</p> <p>Source CPD opportunities for staff who work with students with additional needs re best practice in Health and Safety issues. Eg, positive handling.</p> <p>Ongoing – Range of plans in place</p>	<p>Termly analysis of attainment and achievement of vulnerable groups.</p> <p>CPD discussions with staff.</p>	<p>HT / SLT</p> <p>HT / SLT</p>	<p>Current and ongoing.</p>	<p>Narrowed gap in attainment and achievement in all vulnerable groups. (If gaps occurs)</p> <p>Greater staff confidence in supporting all pupils – reflected in staff voice,</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>Accessibility</p>	SEND	<p>Ensure that all staff, particularly those who are new to the school have access to support as to best support all the students in their class. For example, visual resources and aids for children with language and communication difficulties.</p> <p>Ongoing – Communication friendly approach to be refreshed, working with a Dyslexia friendly school to support our pupils,</p>	<p>Termly analysis of attainment and achievement of vulnerable groups.</p> <p>CPD discussions with staff.</p>	<p>SLT</p>	<p>Current and ongoing.</p>	<p>Narrowed gap in attainment and achievement in all vulnerable groups. (If gaps occurs)</p> <p>Greater staff confidence in supporting all pupils – reflected in staff voice, PDC and outcomes for students.</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>Accessibility</p>	SEND	<p>Further raise the use of Communicate in Print as a means of communication / language support with those children who need it.</p> <p>Source CPD opportunities for staff who work directly with these children, but filter this and extend use to a wider group of staff, eg Lunchtime staff, SLT.</p>	<p>Termly analysis of attainment and achievement of vulnerable groups.</p> <p>CPD discussions with staff.</p>	<p>EY Team, SLT,</p>	<p>Autumn 2016 onwards</p>	<p>increased outcomes for pupils within EY in regards to S&L</p> <p>Increased confidence of staff, including lunchtime staff</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation</p>	SEND	<p>Ensure parents remain informed about the changes within the SEND reforms that may affect their child.</p>	<p>Annual SEN questionnaire / parent voice.</p>	<p>/ Inclusion Lead Inclusion Governor.</p>	<p>Autumn 2016 onwards.</p>	<p>Any concerns addressed. Parent voice shows</p>

<p>and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p> <p>Accessibility</p>		<p>Information to be available on website and regular contact / meeting s with parents/</p>				<p>confidence in systems, and this will increase over time</p>
<p>General Duty – Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p> <p>General Duty – foster good relations between people who share a protected characteristic and those who do not share it</p> <p>Accessibility</p>	<p>ALL</p>	<p>Continue to promote awareness amongst parents/carers via newsletters / text and website that school will endeavor to meet the access requirements of parents/carers at whole school events, and to invite parents/carers to contact us in advance if they have any special requirements.</p> <p>Newsletters now contain a section on equality and diversity and an annual review to parents will be introduced from Summer 2017</p> <p>Monitor and revise school policies and update as needed related to equality, eg Inclusion, managing medicines etc</p>	<p>Equality questionnaire – analysis of satisfaction over time. Review of impact of actions over time.</p> <p>Through the number of parents / carers that make contact to school with any special requirement requests.</p>	<p>HT /SLT,</p> <p>HT / admin staff</p> <p>HT / School Business Manager</p>	<p>Autumn 2016, then Termly</p> <p>As necessary / ongoing</p> <p>Policies managed annually, and updated as required.</p>	<p>Concerns addressed, satisfaction levels will show improving pattern.</p> <p>Parents / carers with special requirements will contact school and if there is an issue, will be supported in order to be able attend event in school.</p> <p>Staff aware of policies, procedures and vulnerable pupils.</p>