

Equalities and Cohesion Procedure and Action Plan

This action plan does not have to be separate from the School Development Plan but can be mainstreamed within it.

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	The school has identified the following strategies that are specifically designed to address equality issues	<p style="text-align: center;">What more can the school do to improve?</p> <p>In this section using the prompts as a guide identify the gaps in provision and determine what the school can do within a timeframe to support equality and cohesion.</p>			
1.	Eliminating discrimination, promoting equality and celebrating diversity	<ul style="list-style-type: none"> • Celebrate diversity/equality • Celebrate achievement • Promote positive attitudes towards disabled people • Promote positive attitudes towards people of different ethnic groups/religion etc • Involve pupils, parents and staff • Promote high expectations • Communicate behaviour expectations • Ensure that it welcomes 	All staff, pupils, parents, Governors, Visitors	On-going	<p><u>To continue to promote & celebrate diversity & equality throughout the school and the local and wider community</u></p> <p><u>Continue to promote high expectations in learning and behaviour</u></p> <p>Continue to welcome</p>

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		applications for school places and jobs from all sections of the community.			applications for school places and jobs from all sections of community.
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.</p>	<ul style="list-style-type: none"> • Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment • Ensure that incidents are reported and addressed swiftly and effectively • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. (ANT System allows this recording & monitoring) 	All staff, pupils, parents, Governors, Visitors	On-going	<p><u>Continue to ensure that parents are aware of the Home School Agreement regarding any kind of bullying or harassment</u></p> <p>Continue to report any incidents at staff meeting and report to county on race.</p>
3.	<p>Listening to pupils, staff, parents and others</p>	<ul style="list-style-type: none"> • Hear the student voice • Actively seek staff views and listen to staff concerns • Seek the views of parents 	All staff, pupils, parents, Governors, Visitors	On-going	Continue to action and review

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		<ul style="list-style-type: none"> • Parent Representative Meeting • School Council Meetings • Faith Ambassadors Meetings • Play Leaders Meetings • Ensure it encourages, enables and hears the full range of views including those with disabilities • Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality and or community cohesion 		Monthly	
4.	Developing the Curriculum	<ul style="list-style-type: none"> • Ensure that all subject areas reflect cultural diversity and respect for others. • Use RE/PSHE/ Citizenship as models for best practice in 	All staff, pupils, parents, Governors, Visitors	On-going	<u>Continue to ensure that all planning reflect cultural diversity and respect for</u>

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		<p>developing an inclusive curriculum.</p> <ul style="list-style-type: none"> • Use multi cultural resources to ensure pupils enhance their understanding of different religions and cultures. • Make use of positive role models in the classroom to develop the self-esteem of vulnerable groups and the respect of all for diversity within the community. 			<p><u>others</u></p> <p><u>Use SEAL programme throughout the school</u></p> <p>Continue to build up resources to use within the classroom to promote and extend learning and understanding.</p>
5.	<p>Equalising opportunities</p> <p>Recognising that some of the groups covered in this policy are likely to be economically disadvantaged</p>	<ul style="list-style-type: none"> • Ensure school uniform is affordable • Avoid putting parents under unnecessary financial pressure • Promote the take-up of extra-curricular opportunities • Ensure that the school charging policy is appropriate • Monitor take-up of extra-curricular opportunities • Widen access to careers advice and work experience 	All staff, pupils, parents, Governors, Visitors	On-going	<p><u>Best value is considered.</u></p> <p><u>Nearly new uniform available at school at very low cost or given to children in some cases where appropriate</u></p> <p><u>Ensure charging policy</u></p>

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		placements			<p><u>is reviewed yearly</u></p> <p>Yearly questionnaires are given out to children and parents to see which extra curricular opportunities they would like the school to consider.</p>
6.	<p>Informing and involving parents and carers</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible</p>	<ul style="list-style-type: none"> • Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs • Encourage parents to let the school know if they have a particular disability or other need • Encourage parents to discuss their concerns • Ensure that parents understand how well their child is progressing • Explain how parents can help 	<p>All staff, pupils, parents, Governors, Visitors</p> <p>PTA</p>	On-going	<p>Continue to provide parents and carers with newsletters, VLE, reports, IEP, statement reviews,</p> <p>Parents are given a form to complete to advise school of any disability</p> <p>Parent consultations 3 times a year</p>

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					disabilities in advance of starting school and the appropriate forms and arrangements can then be put in place.
8.	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	<ul style="list-style-type: none"> • Ensure curriculum is relevant • Ensure appropriate teaching styles and classroom organisation • Planning is based on earlier learning • Marking policy promotes learning for all • Track pupil progress and Identify under- performing • Promote and maintain higher attendance - strategies and monitoring • Develop provision management to establish effective analysis and development of interventions 	All staff, pupils, parents, Governors, Visitors	On-going	<p>Continue to ensure that assessment and tracking is monitored very carefully to ensure that all children reach their full potential and to change/adapt the curriculum where and when necessary</p> <p>Continue to promote non authorised leave for holiday</p>

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					requests, except in exceptional circumstances.
9.	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs</p>	<ul style="list-style-type: none"> • Provide distance learning packs for children out of school • Prepare Personal Education Plans to focus on learning priorities • Provide Basic Skills support • Ensure language support is available as required • Support students through tutoring/ mentoring schemes • Provide Homework/ Revision support • Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. • Gaps identified in training needs analysis are reflected in staff development plan 	All staff, pupils, parents, Governors, Visitors	On-going	<p>Continue to support children and parents by discussing IEP and reviews</p> <p>Continue to provide parents with support to help the child achieve and succeed.</p> <p>Continue with CPD for all staff and identify any areas for development on the School Development Plan.</p>
10.	Making the school	<ul style="list-style-type: none"> • Meet the needs of pupils, staff 	All staff,	On-going	Continue to

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	accessible to all	<p>and others with physical disabilities</p> <ul style="list-style-type: none"> • Meet the needs of pupils, staff and others with other disabilities • Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities • Identify further developments to address outstanding issues • Including transport and supervision for children with disabilities. 	pupils, parents, Governors, Visitors		<p>support children and parents by discussing IEP and reviews</p> <p>Continue to provide parents with support to help the child achieve and succeed.</p> <p>Continue with CPD for all staff and identify any areas for development on the School Development Plan.</p>
11.	<p>Ensuring fair and equal treatment for staff and others</p> <p>Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the</p>	<ul style="list-style-type: none"> • Ensure non-discriminatory recruitment and employment practices • Promote dignity at work • Encourage the development of all staff 	All staff, pupils, parents, Governors, Visitors	On-going	Continue to use Safe Recruitment guidelines when interviewing

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	school and that positive role models and a wider perspective will strengthen the school				Continue CPD for all staff
12.	<p>Encourage participation of under-represented groups</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups</p>	<ul style="list-style-type: none"> Recruit governors representative of the pupil population and/or community Encourage the widest participation in Parents and Friends Association (PFA) activities Support individuals and community groups to express their views on matters affecting themselves and their community 	All staff, pupils, parents, Governors, Visitors	On-going	<p>Continue to recruit governors representative of the pupil population and /or community</p> <p>Continue to encourage the widest participation in PTA.</p> <p>Continue to support individuals and community groups to express their views on matters affecting themselves or the community</p>
13.	Monitoring and Evaluating	<ul style="list-style-type: none"> Report to governors 	All staff,	On-going	Continue to

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	<p>the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.</p>	<ul style="list-style-type: none"> • Report to parents and pupils • Train all staff and governors • Consult pupils, parents and staff on how the policy is working and how it could be improved • Monitor and review practice • Carry out impact assessments to evaluate practice • Requirement to report on equality to Governors <p>Report on all aspects of inclusion via website, newsletter etc.</p>	<p>pupils, parents, Governors, Visitors</p>		<p>action and promote all action points and review on a regular basis.</p>

Action plan

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2019-2022							
Increase awareness between disabled people and other people with medical needs	Staff and children have a better understanding and awareness of how to communicate with others with disabilities and medical needs	Staff training First aid Epi Pen Asthma	Feedback from staff and children. Heads Walk-about Record kept of training Nurse feedback from monitoring	Half termly	Special Educational Needs Co-ordinator (SENCO) Headteacher School Nurse	Sep 2018	Sep 2021
Welfare of children in our care	Children's toileting needs	Job descriptions need to be amended and staff meeting arranged to ensure that all staff	Children in our care are encouraged to be independent with their own personal toileting. Children are not left in soiled clothes. Medical room is equipped for accidents e.g. spare clothes and wipes.	Daily	All teachers and LSA's	Sep 2018	Sep 2021

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
		are aware of their duties.	When necessary help and encourage the child.				
To ensure that all children whatever their ability have equal opportunities to all areas of the curriculum.	Equal opportunities for children with disabilities.	Ensure that children with disabilities have equal opportunities and access to the curriculum and everyday school life. Individual Education Plans & Statements.	Planning School Prospectus Ethos School policies Reviews	Termly	All staff who work in the school	Sep 2018	Sep 2021

The following action plan outlines what will be achieved in the next year with regards to meeting the Gender Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2018-2021							
Take active steps to promote equality between	There are more boys than girls participating in sport.	Investigate the underlying causes of why the uptake of sport is higher among boys than girls.	Assessing whether there has been an increase in the take-up of sports among girls	Monitoring will take place Analysis report to be produced termly.	PE Co-ordinator	Autumn 2018	2020

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
boys and girls in sport and other curriculum areas.	Ensure equal opportunities are available in all curriculum areas.	Hold a sports day focussing on encouraging mixed teams across all sports. Set up new sport clubs after school. Walk a mile program setup. Curriculum planning.	Monitor planning and evaluate	Half termly	All teachers and Head		Spring 2018
To take steps to encourage boys to read and write more and to improve standards.	Boys writing standards are lower than girls and the school would like to improve and narrow the difference between girls and boys.	Encouraging male role models to come into school to promote boys reading and writing. Set up writing group club Talk for writing Boys reading Clubs Drama	Monitor standards in reading and writing. Tracking children's progress	Half termly Heads report School development Plan SEF	All teachers and Head	Sep 18	2021

Aspect of the duty Race equality	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
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2018-2021

	Ensuring that staff are aware of their responsibilities in regards to equality and are given relevant training and support	Ensure equality of access for all pupils and prepare them for life in a diverse society; Provide educational visits and extra-curricular activities that reflect all pupil groupings; Take account of the performance of all pupils when planning for future learning and setting challenging targets; Develop the wider curriculum	Monitor Planning and resources used Children's targets Tracking children's progress	Monitoring will take place Analysis report to be produced termly. Half termly	PE Co-ordinator All teachers and Head Curriculum Leader	Sep 2018 Sep 2018 Sep 2018	July 2021 July 2021 July 2021
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	taking appropriate action in response to racist incidents and cases of unlawful discrimination	use materials that reflect a range of cultural backgrounds, without stereotyping; promote attitudes and values that will challenge racist behaviour;	Monitor planning and evaluate	Half termly Heads report School development Plan SEF Assemblies, questioning children	All teachers and Head SMT	Sep 2018	July 2021
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Aspect of the duty Race equality	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
		Values for life assemblies Circle time PSHE lessons					
	deal with the racist incidents that may occur incorporate principles of equality and diversity into all aspects of their work	provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures; seek to involve all parents in supporting their child's education; make best use of all available resources to support the learning of all groups of pupils.	Assemblies Celebration weeks Children's understanding and knowledge Race report to county Headteachers walk Observations	Monitoring will take place Analysis report to be produced termly. Half termly	PE Co-ordinator All teachers and Head	Sep 2018 Sep 2018	July 2021 July 2021

Further information can be obtained from the following:

Guidance for Education Providers: Schools

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

The Employment Equality (Sexual Orientation Regulations 2003

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

- Admissions, teaching and the curriculum
<http://www.dfes.gov.uk/sacode/>
<http://www.teachernet.gov.uk/teachingandlearning/subjects/>
- Handling sex and relationship education
<http://www.dfes.gov.uk/sreguidance>
- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying
http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary
- Code of Practices for Disability, Gender and Race
<http://www.equalityhumanrights.com>

The Employment Equality (Sexual Orientation Regulations 2003)

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<http://www.teachernet.gov.uk/teachingandlearning/subjects/>
- Handling sex and relationship education
<http://www.dfes.gov.uk/sreguidance>

- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying
http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary
- Code of Practices for Disability, Gender and Race
<http://www.equalityhumanrights.com>