

**Single Equality Scheme
2016 -2019**

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Single Equality Scheme been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

DEAL PAROCHIAL CEP SCHOOL

Single Equality Scheme

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1. Mission statement

At Deal Parochial Primary School, the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being “The best that I can be”.

At Deal Parochial CEP School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Deal Parochial CEP School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Deal Parochial CEP School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from **the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006)**.

The action plan at the end of this Single Equality Scheme outlines the actions Deal Parochial CEP School will take to meet the general duties detailed below.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

This section of the plan reflects the general and specific duties of schools as detailed in **The Race Relations Act 1976** and as amended by **The Race Relations (Amendment) Act 2000**.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of gender;
- Promote equality between men and women

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sexual orientation;

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Under our general duty we will actively seek to:

Promote awareness in staff and children of the cultural, faith and socio-economic diversity in their school and wider community.

Under our specific duty we will:

- Prepare a Single Equality Scheme, to include a Gender Equality Scheme, Sexual Orientation Equality Scheme, Disability Equality Scheme, and Community Cohesion Scheme;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by gender, ethnicity, disability, sexual orientation and faith, the achievement levels of all pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups, groups with disabilities, groups of different faith, by gender and sexual orientation;
- Review and revise this Scheme every three years.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support; Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

- It is the headteacher's role to implement the school's Single Equality Scheme and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Single Equality Scheme, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment.
- The headteacher ensures that due regard is given to this plan so that no-one is discriminated against when it comes to training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Single Equality Scheme.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability, faith or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / senior leadership team member / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

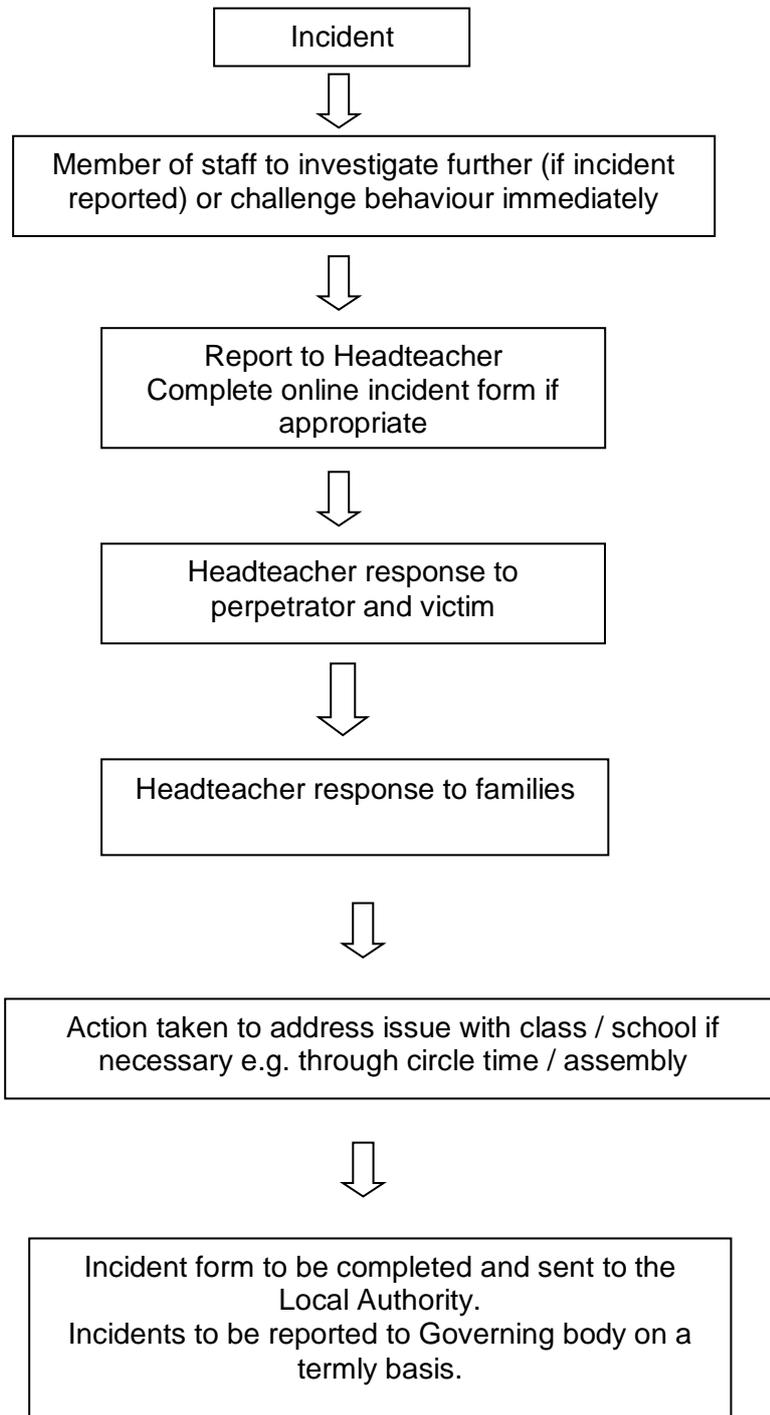
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Single Equality Scheme annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Signed:

Date:

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Action Group meetings to discuss and agree the Single Equality Scheme and Action Plan.	Single Equality Scheme and Action plan will be agreed by the Governing Body and published.	Headteacher /	Starting term 1 2016 complete term 2	Draft will be produced then final scheme and plan produced.
Review:					
All	Publish and promote the Single Equality Scheme through the school website, newsletter and staff meetings.	Discussion with staff about implications of Scheme and Policy on planning, teaching and classroom environment.	Headteacher /	Term 3 2017	Staff are familiar with the principles of the Single Equality Scheme and use them when planning lessons, creating classroom displays
Review:					
All	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.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Annually in October	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
Review:					
All	Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status	Monitoring of provision in extended school activities	Inclusion manager / breakfast club supervisor	Ongoing	All children can take part in all extended school activities
Review:					
All	Ensure that the curriculum (appeals to pupils in terms of meeting race, gender and disability needs and...) promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through history lesson plans	Ongoing	Notable inclusive participation and confidence of targeted groups
Review:					
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and	Gifted and Talented register monitored by race, gender	Member of staff leading	Ongoing	Analysis of the Gifted and Talented register

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	ensure representation on the programmes fully reflects the school population in terms of race and gender and disability	and that they are positively encouraged and be active wider school activities and events.	on G&T - SW		indicates it is changing to reflect the school's diversity
Review:					
All	Ensure that displays in classrooms and corridors (and books in library) promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	PSHE co-ordinator - inclusion manager	Ongoing	More diversity reflected in school displays across all year groups
Review:					
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council – Head teacher	Ongoing	School community diversity reflected in school council membership
Review:					
All	Staff, pupils, parents and carers will continue to be involved in the future development of the Single Equality Scheme	Input and feedback from surveys, staff meetings, school council meetings, parents evenings etc	Headteacher / PSHE co-ordinator /inclusion manager	Ongoing	Feedback from school community members
Review.					
All	Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being	Teacher assessment Parent meetings with teacher / SENCo, liaison with appropriate outside agencies	Class teachers / SENCo Headteacher	Ongoing	All children make appropriate progress
Review:					
All	Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs)	Parent meetings with teacher / SENCo, liaison with appropriate outside agencies	Class teachers / SENCo Headteacher	Ongoing	Children make appropriate progress
Review:					
All	Promoting shared values, awareness of human rights, British Values and how to apply and defend	PSHE assessment, Class Teachers .	Class Teachers /	Ongoing through	Children show appropriate awareness

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	them Rolling programme of awareness for cultural and diverse faiths in the UK 2015 – Judaism – visit London Synagogue 2016 - Sikh faith and communities – visit Gravesend Guru Nanak Dabar Gurdwara 2017 – Moslem faith – visit Mosque in Ramsgate 2018 – Hindu Temple -	Head teacher and governor reports. Pupil and parent responses and voice.	PSHE Co-ordinator & RE co	PSHE curriculum map and additional awareness raising events,	of shared values
	To equip cultural resources for enhanced visual and hands on resources. To ensure children meet, talk to, write to and communicate with a range of people from a range of cultures.	Lesson observations, curriculum displays, classroom learning walks. Increased visual and communicated positive cultural connections	RE coord PSHE coord	Term 2 - 2016 - ongoing.	Improved and increased awareness that UK is multi cultural, to celebrate and be part of this with a positive attitude.
	Re write action plan for British Values.	Pupils will be able to talk about and debate the core values	PSHE co and all staff.		Lessons and class displays incorporate BVs
	The school's Christian Values are linked explicitly to all other aims and values expressed in the school. Christian values are: - Kindness, Trust, Friendship, Respect, Courage, Forgiveness The Bible is used as the corner stone for all actions and is used to demonstrate how values thread into our life, actions and decision and shared with community.	Pupils will be able to talk about and debate the core values	Collective Worship Co, RE co, whole school	New displays up by end of term 1 2016 ongoing awareness work.	Christian Values are displayed and referred to and highly regarded as tools for life by all stakeholders
Review:					
All	Developing skills of new school learning and teaching values – collaboration, independence, spirituality, & creativity. All staff to celebrate weekly pupil achievement – merit assembly. To develop peer buddy playtime awareness for school values. Order High Viz vests that promote the values for the Biddy pupils.	PSHE assessment, Class Teachers / PSHE Co-ordinator	Class Teachers / PSHE Co-ordinator Humanities coordinator	Ongoing	Children show appropriate awareness of shared values

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Review:					
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report any incidents to the Local Authority using the online form and to the Governors on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: Full Governing Body Meetings throughout year	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Review:					
Gender Equality Duty	Introduce initiative to encourage girls and boys to take up sport outside the curriculum requirements, PE action plan – to target less privileged PP children,	Increased participation of girls and boys in sports clubs and out of school sport activities	Headteacher / PE co-ordinator	Ongoing. New action plan and review towards Gold PE award July 2017	More girls and boys take up out of school sports clubs
Review:					
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	Ongoing, as vacancies arise	More applications from disabled candidates to be School Governors
	SENCo / Inclusion manager to carry out accredited SENCo training	HT - improved inclusive provision across the school. Improved and up to date systems and awareness	SENCo / HT	July 2106	Provision map, SEN register and priorities in action plan are identified, met and updated
Review..					
Disability	Update VI awareness training with inclusive	VI awareness ensures pupils	Inclusion	Ongoing	

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Equality Duty	practice for all staff Invite specialist visitors to raise disability awareness for children	and parents are given appropriate opportunities in all areas of school life to flourish and feel positively valued. Pupil and parent voice, & monitoring. Improved tolerance, respect and empathy from community.	manager	annual awareness updates	Pupils with inclusive needs take part, have adapted and appropriate resources, opportunities and events to meet their needs effectively.
Review:					
Disability Equality Duty	Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school	Parent meetings with teacher / SENCo, liaison with appropriate outside agencies	Class teachers / SENCo Headteacher	Ongoing	Children make appropriate progress
	SENCO / Inclusion manager to train in depth on Social, emotional and mental Health -	Feed back from SENCO, Improved support and awareness of how to address with mental health issues	HT / SENCO	TERM 1 2016	Feedback from initial training supports HT and staff to address daily concerns and issues.
	Update resources and training for ADHD, ASD, SPLD. Implement the Integrated Listening Systems as part of Masters research project. Carry out Early Talk Boost training and intervention programs in KS1 Implement training and programs of 20 interventions for Reading recovery	Improved staff strategies and inclusive best practice	SENCO & HT	All training starts in term 1 2016 and will cover a year.	Pupils are timetabled to receive targeted support from a range of trained staff in school.
	Whole school training on improving practical skills and awareness for barriers to language, communication and comprehension.	Improved inclusive quality first teaching strategies observed I every classroom	SENCo / IM. HT & Lit co	Whole school Training Oct 2106	All pupils will have improved resources and strategies to support any barriers to communication and speech. Pupils are included and their needs valued

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Review:					
Disability Equality Duty	Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings	Parent meetings with teacher / SENCo, liaison with appropriate outside agencies	Class teachers / SENCo Headteacher	Ongoing	Children make successful transition between key stages
Review:					
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	All Teaching staff, feeding back to PSHE co-ordinator	Ongoing	Increased awareness of different communities shown in PSHE assessments
Review:					
Accessibility strand	Actions	How will it be monitored	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	Raise staff awareness of the recommendations made following the DDA Audit Through twilight staff meetings staff will be made aware of the recommendations	HT, SENCO, Governors observe through visits, review reports, collect parent and pupil voice	HT	January 2017	All staff have improved awareness of their specific duties and this is reflected in their ability to meet the needs of the children
Improve visual access points around the school for partially sighted	Put High viz markings on door entrances, bump points as identified in the risk assessment plan.	Premises team to monitor through site inspection. All partially sighted visitors and pupils have improved access.			
Improve independence	Audit and cost out automatic door opener push				Improved self esteem,

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
e and mobility for disabled access through school corridors	buttons for all doors.	Pupils will be less dependent on adults as they move about the school. Report to governors	HT & Caretaker / premises team	January 2017	independence, and self help skills.
	Update Personal evacuation Plans (PEEPs)	SENCo to report to HT	SENCo	Link with pupil individual reviews	During evacuations all staff responsible for individual pupils know how to respond in an emergency
	Update Moving and Handling training for all staff.	Staff will be able to safely support disabled pupils to move using correct lifts and actions and resources. Staff will be safe and reduce any chance of personal injury.	SENCo	July 2107	Pupils will have continued appropriate and effective support that enables movement and mobility.

Appendix A

Further actions which may be addressed in future plans.

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Single Equality Scheme;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Single Equality Scheme through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.

- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT – to be incorporated as necessary

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Single Equality Scheme. We will place the report alongside the plan on our website.