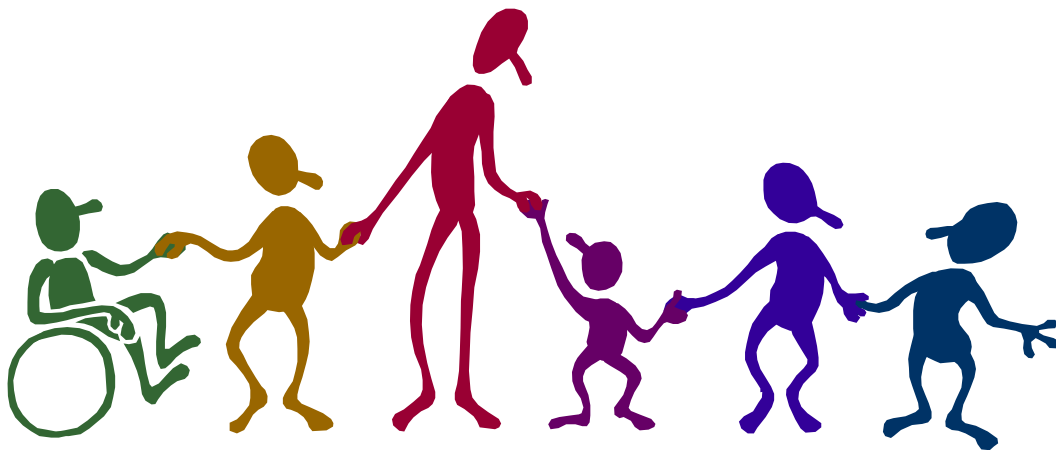




Deal Parochial C.E.P. School



Single Equality Scheme 2021 -2024

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?



Single Equality Scheme

1. Vision statement
2. Mainstreaming equality into policy and practice
3. Equal Opportunities for Staff
4. Equality and the law
 - a. Race
 - b. Disability
 - c. Gender
 - d. Sexual orientation
 - e. Community cohesion
5. Consultation
6. Roles and Responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publishing the plan
10. Action Plan

1. Vision statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

Strap Line – TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

Our “go to” Bible inspiration and reference is The Miracle of the feeding of the five thousand from the four gospels.

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 C.E.P

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 Special Educational Needs or Disabilities, Children in care, race, gender, disability, we are fully inclusive towards lesbian, Gay, Bi-sexual, transgender, gender fluid, (GBTGF) and socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy, taking into account individual and school needs and circumstances. 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 Equality Act (2010) was introduced to combine the Sex Discrimination Act 1975, Race Relations Act 1976 and Disability Discrimination Act 1995.

Previously public bodies were bound by these three sets of duties to promote disability, race and gender equality.

In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty).

This new duty extends to all the aspects of a person's identity that are protected under the Equality Act 2010. These are known as protected characteristics and are:

- ***age***
- ***disability***
- ***gender reassignment***
- ***marriage and civil partnership***
- ***pregnancy and maternity***
- ***race***
- ***religion or belief***
- ***sex***
- ***sexual orientation.***

General duty

Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

- 1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.***
- 2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.***
- 3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.***

Specific duty

To help schools and maintained EYFS settings in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.***
- To prepare and publish one or more specific and measurable equality objectives.***

Under the 2010 Equality Act it is unlawful for schools to treat pupils less favourably because of gender reassignment.

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

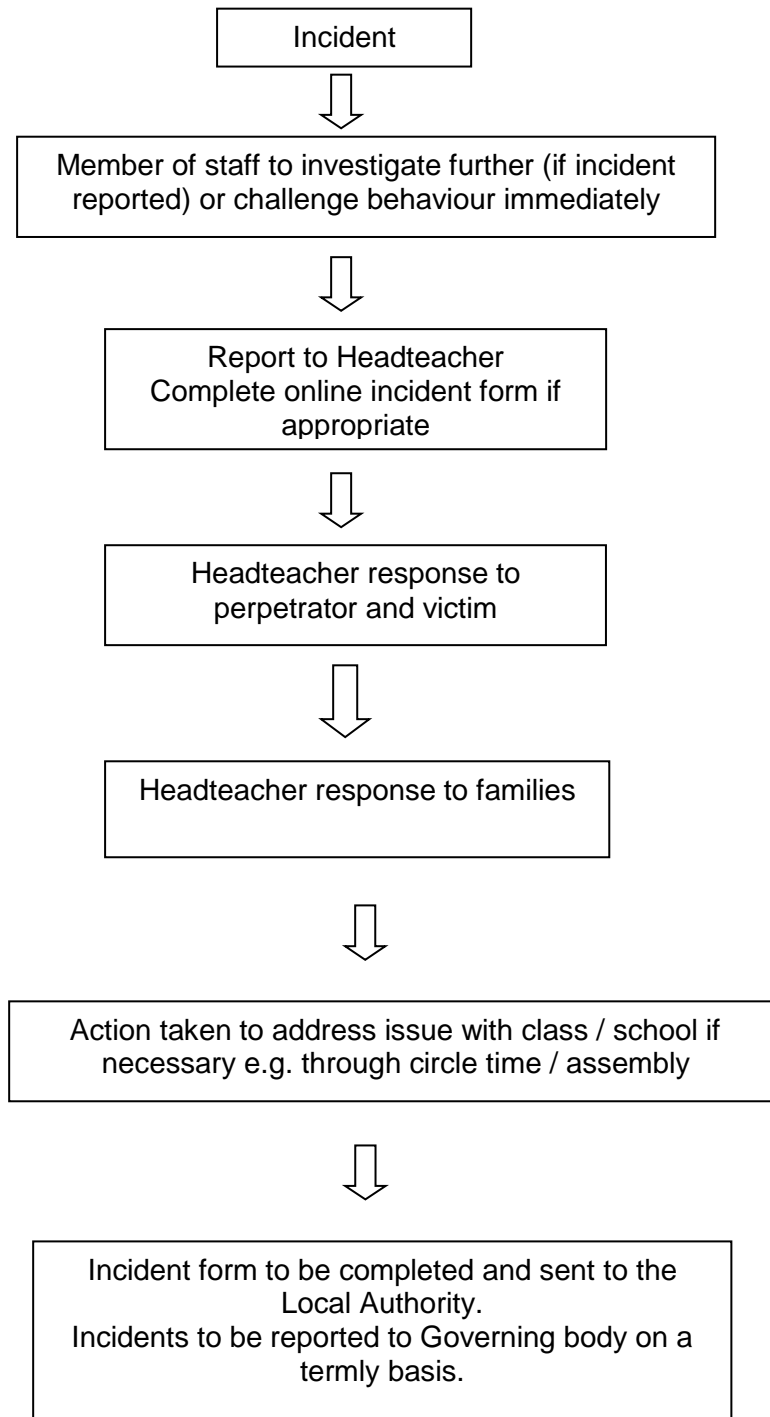
Types of discriminatory incidents that can occur are:

- 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	Agree the Single Equality Scheme and Action Plan.	Single Equality Scheme and Action plan will be agreed by the Governing Body and published.	Headteacher /	Ratified May 2021	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 /	Summer 2021	Staff are familiar with the principles of the Single Equality Scheme and use them when planning lessons, creating classroom displays
Carried out					
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
Carried out 3 x a year. Boys attainment and SEND are weaker areas in data.					
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
Breakfast club has increased in numbers. HAF holiday provision has focused on disadvantaged families - very successful support during the Christmas and Summer holiday 2022					
All	Ensure that the curriculum offers positive role models for all groups of people including same gender couples, single families, transgender, disability, gender, race, religious faith or non faith and medical or special educational needs. The school actively seeks to promote role models and heroes that young people positively identify with,	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through history lesson plans	Ongoing	Notable inclusive participation and confidence of targeted groups

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
	which reflects the school's diversity in terms of race, gender and disability.				
<p>Inspiration people have been our class names and research themes.</p> <p>Increase purchase of books that represent social and emotional difficulties. These have been recommended by Jigsaw . and specific training.</p>					
All	Recognise and represent the talents of disabled pupils and Children in Care, in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender and disability	Gifted and Talented register monitored by race, gender and that they are positively encouraged and be active wider school activities and events.	Member of staff leading on G&T - SW	Ongoing	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
<p>Opportunities for children in minority groups are positively sought.</p> <p>Inclusive approach in all aspects. Tennis operates a particular inclusive training session.</p> <p>Choir and science clubs focus on children with talents or who will benefit from the experience.</p>					
All	Ensure that displays and resources in classrooms and corridors (and books in library) promote all diversity.	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
<p>CW actively promotes diversity and pupil engagement through ensuring that all you tube and visual resources are inclusive and show diversity as a positive contribution and attribute.</p>					
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in pupil voice, worship teams, by election or co-option), class assemblies, fund raising etc.	Class representation monitored by race, gender, disability	All teachers	Ongoing	School community diversity reflected in school events
<p>Inclusion is equitable - sporting events, girls football team and mixed gender. Language EALS support.</p>					
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, , parents evenings etc	Headteacher / PSHE co-ordinator /inclusion manager	Ongoing	Feedback from school community members
<p>Parent / carer survey carried out in November 2022. 65 average total responses.</p> <p>60 responses stated that they strongly agreed that their child is happy at school 11 stated agree. No disagreements.</p> <p>The number of ethnic minority group has increased because the school is recognized by community as inclusive and welcoming in line with the Christian ethos.</p>					

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	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
<p>Wide range of support is strategically planned and operative. Reading recovery, dyslexia support, Building reading stamina, additional reading monitoring for weaker readers throughout the school.</p> <p>Maths tutoring and interventions supporting vulnerable pupils. EALS after school provision provided.</p> <p>Bereavement groups, Boxall profiles updated by teachers and targets shared with all staff as necessary – very helpful strategies and support plans informed by this.</p> <p>Full time nurture role in place to deliver planned emotional support – using Zones of Regulation. Individual timetables are in place for pupils with social and emotional difficulties this includes proactively not suspending, working closely with parents and families. Regular adapted curriculum and emotional support.</p> <p>External agencies are being sought</p> <p>Level 2 support at Deal Youth Hub – contacts and groups are being created so that children can attend the out of school support clubs.</p> <p>Additional external support from NELFT – Health working and supporting student placements, Well-being work shops 12 weeks for Yr 5 Yr 3 to take place. Parent coffee morning and support offered.</p> <p>TLG has been set up and is beginning to be active within the school for individual pupils. This has been received very positively by family and pupils.</p>					
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
<p>SENCO has increased the consultation opportunities as a formal part of the school provision.</p> <p>Pupil provision maps are reviewed termly with teachers. Tas contribute towards reviews and deliver strategies and targets.</p> <p>Catch up and interventions are reviewed by CTs and fed back to SENCO.</p> <p>Reading reviews and strategies to support are in place with robust plan do review procedures this is carried out by the RR teacher, and through Little Wandle Heat maps and assessments.</p>					
All	Promoting shared values, awareness of human rights, British Values and how to apply and defend them	PSHE assessment, Class Teachers . Class worship assemblies Head teacher and governor reports. Pupil and parent responses and voice.	Class Teachers / PSHE Co-ordinator & RE co	Ongoing through PSHE curriculum map and additional awareness raising events,	Children show appropriate awareness of shared values
The policy for BV has been updated and linked to Christian values. This has made it more accessible to reference in CW and demonstrate how the values can be put in to actions and practice.					

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
Some specific whole school worships have focused on BV. Prayers frequently raise awareness of positive respect and valuing diversity.					
	To audit and replace 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. Use resources and teacher support from Black History Month	Lesson observations, curriculum displays, classroom learning walks. Increased visual and communicated positive cultural connections	RE coord PSHE coord	ongoing.	Improved and increased awareness that UK is multi cultural, to celebrate and be part of this with a positive attitude.
Increased number of resources that positively promote diversity and equality across the school. Audit needs to take place					
	Incorporate British values as part of the school vision statement and though links with distinctive Christian aims of Global Advocacy . H T & DH to promotes Global Neighbours – Christian Aid,. DH plan actions / events and awareness activities with focus on developing human rights literacy amongst pupils.	Pupils will be able to talk about and debate the core values. Charity actions and decision are based on knowledge and research promoted by staff and carried out by families and pupils.	PSHE co and all staff.		Charity ambassadors – Global Ambassadors Lessons and class displays incorporate BVs
BV policy promotes and is linked explicitly with our the Christian ethos. School is aiming to renew Schools of Sanctuary award – Refugee champions have promoted awareness across the school and attended cultural winter celebration in December 2022. School have signed up to School of Sanctuary pledge.					
	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		Christian Values are displayed and referred to and highly regarded as tools for life by all stakeholders
This is robustly embedded through daily references during worship, as part of the Christian coin rewards system and Pupil of the Week and Head Teacher cups – termly. Prayers, questions, everyday life stories and Bible stories are used daily to support and ensure that the values are the heart beat of school life and the family that we are. Pupil voice strongly reflect this, monitoring of worship demonstrates the inspirational and invitational message that is shared with the staff and children.					

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	<p>Developing Character building through Collective worship, cross curricular links and PHSE. Governing Body Teams to utilize Ethos Enhancing Outcomes C of E resource in order to under pin strategic decision with Theological starting points and references.</p> <p>Distinctive Christian Ethos encompasses the guidance fro C of E Valuing All God's Children and the Mental Health and Well Being Tool kits and support for educational settings. School implements the good practice agreed from these tool kits over a period of time, feeding into the policy making and practice.</p>	<p>PSHE assessment, Class Teachers / PSHE coordinator</p> <p>Ethos team governors review SIAMS, policies and monitor school provision. Minutes from Ethos team and FGB meetings.</p>	Class Teachers / PSHE Co-ordinator Humanities coordinator	Ongoing ongoing	<p>Children show appropriate awareness of shared values</p> <p>Christian Vision displayed. Pupils, parent and staff can explain and demonstrate the vision in action throughout the school on a daily basis. Policies reflect the ethical guidance taken from the C of E</p>
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	<p>Teaching staff are aware of and respond to racist incidents</p> <p>Consistent nil reporting is challenged by the Governing Body</p>
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	More girls and boys take up out of school sports clubs
Girls football team and club is active and popular.					

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
<p>Good ration of tennis player and sports leaders School actively takes part in competitions and tournaments including the DLA noncompetitive - non club players tournament. – this is very popular with children who don't attend out of school clubs but enjoy the chance to play competitively representing the school.</p>					
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
	Literacy Lead for reading to carry out L5 diploma in Dyslexia awareness qualification and share across school	HT - improved inclusive provision across the school. Improved and up to date systems and awareness Work towards Dyslexia Friendly accreditation.	SENCo / HT	Start Autumn 2020 - ongoing working through 5 study modules	Provision map, SEN register and priorities in action plan are identified, met and updated
<p>Level 3 achieved. To implement this level of knowledge and use research and network groups as part of outward looking approach. Dyslexic friendly tutoring and pupil health checks are providing very useful teaching and learning strategies. Feed back to parents has been very helpful . Continue to develop this area.</p>					
Disability Equality Duty	<p>Regular Updates for ASD, mental health, medical needs such as epi pen and diabetes, VI, HI, awareness training with inclusive practice for all staff</p> <p>Invite specialist visitors to raise disability awareness for children</p>	VI awareness ensures pupils 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.	Inclusion manager	Ongoing annual awareness updates	Pupils with inclusive needs take part, have adapted and appropriate resources, opportunities and events to meet their needs effectively.
<p>October 2022 – whole sch Autism awareness day training. Useful strategies and provision have been adapted to meet needs of some children across the school. Greater staff inclusive approach. Training for Language through Colour – half day. Whole school Janu 2023. Very useful strategy to enhance quality first teaching across the school HT has monitored how effectively this has been adopted – all classes are using this as part of the daily curriculum teaching. Consistent across the school. This has been observed in science, RE, History in spring term 2023.</p>					

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
	To carry out a program of training to meet specific medical needs of pupils and staff	Staff can support pupils and families who have care plans and specific needs that are identified. Including Diabetes and epilepsy and allergies.	Inclusion Manger to monitor updates and rolling program	Ongoing annual awareness updates	Pupils with inclusive needs take part, have adapted and appropriate resources, opportunities and events to meet their needs effectively.
<p>Medical training is ongoing. Diabetes awareness and training x 5 staff.</p>					
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 deliver training to all staff on Social, emotional and mental Health – Thrive updated and time table of provision reviewed 3 x yearly. Pro active approach employed to empower and equip pupils to deal with emotional and mental health issues.	Feed back from SENCO, Improved support and awareness of how to address with mental health issues	HT / SENCO		Feedback from initial training supports HT and staff to address daily concerns and issues.
<p>ALL teachers attended Nurture schools UK training. All SLTA ATTENDED Year long Trauma informed schools. Staff have all received Boxall TRAINING AND Awareness about the Zones of Regulation. Zones of regulation are used across the school . Brain Buddies program delivered to Yr 5 pupils - 12-week program. Pupils are beginning to use emotional literacy and effective strategies for self-awareness. They can identify how to move from one zone to another. Staff use a range of de-escalation strategies and offer non-confrontational support for pupils who are distressed. Alternative curriculum provision supports pupils to remain in school and develop positive self esteem and feel valued. Pupils with high levels of ESB say that they trust adults and feel safe at school. Parents are supporting the school in delivering emotional support at different levels. The parent feedback is strong.</p>					
	Update resources and training for ADHD, ASD, SPLD. Mental Health Champions, Headstart program Carry out NELI intervention training and deliver a set of programs in KS1	Improved staff strategies and inclusive best practice, Set up working party to meet regularly and promote emotional well-being and	SENCO & HT		Pupils are timetabled to receive targeted support from a range of trained staff in school.

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
	Implement training and programs for interventions for Reading recovery.	good mental health for staff, pupils and community. Carry out resilience toolkit Kent Hub. Plan actions from the audit.		March 2021 onwards	
<p>ASC training whole school delivered by STLS. Language through colour SALT Adaptations to curriculum and provision are becoming more tailored to individual needs across the school. Attention Autism room set up for severe and complex room. Next steps – carry out autism follow up staff meeting to share provision and things that work across the school. Audit class provision using the Main stream core standards to consider priorities and remove barriers for pupils learning</p>					
	Whole school training on Dyslexia Friendly school. Substantive training for reading specialist in school - Dyslexia Diploma – funded by school. Access new resources, screening tools. Purchase hi /low readers and dyslexia friendly reading resources.	Improved inclusive quality first teaching strategies observed in every classroom. Diploma qualification for Lit leader in reading. SENCO and HT to monitor and coach TAs and teaching. Monitor learning environments for appropriate learning prompts. Carry out regular staff training to update on strategies and research.	SENCo / . HT & Lit co	Whole school Training - started summer 2021 on going	All pupils will have improved resources and strategies to support any barriers to communication and speech. Pupils are included and their needs valued
HI-LOW readers are being used. Additional reading resources support Yr 2 pupils as a stepping stone from Little Wandle to library.					
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
On going meetings and support plans are shared as necessary with SENCO 'S'. The most concerning barrier is children's mental well-being and traumas that we manage in school by adapting the curriculum, our emotional support and offer nurture, play therapy and counselling. The trauma travel with children and support varies across schools and transitions whilst relationships are being re-established.					

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
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE & RE assessments	RE lead teacher		Increased awareness of different communities shown in PSHE assessments
<p>Multi culture awareness is delivered through RE, PHSE, and through worship to demonstrate diversity and common threads. School vision and values are used to demonstrate the British Values – eg the appointment of our first Hindu prime minister. Music through Change is used as positive reinforcement and role models of music and children from all cultures. Words of songs are discussed as part of worship. Children have responded very positively to this and join in with songs.</p> <p>Children and families were invited to attend the Winter celebration at Deal as part of the Samphire Project for being a welcoming school and community. The music curriculum enables children to explore and engage with music that has different cultural backgrounds. This is planned so that the children have positive cultural opportunities as they work through school year groups. Classes study artists from different ethnic origins in order to broaden and enrich understanding of the wider world and break down stereotypical perceptions that may exist.</p> <p>JB has attended a national conference Janu ary2023 - Embedding Anti- Racism in schools - further work will grow from this.</p>					
Accessibility strand	Actions	How will it be monitored	Who is responsible for implementing?	What are the timeframes?	Early success indicators
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.	caretaker	Summer 2021	
	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	SENCo		Pupils will have continued appropriate and effective support

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
		will be safe and reduce any chance of personal injury.			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.