

Equality Action Plan

Review of Objectives 2016-2018

Area	Priority	Actions to be taken	Lead Responsibility	Timescale	Expected Outcomes	Review
Disability and Access	<p>Ensure that any future refurbishments meet the needs of the whole school community.</p> <p>Assess the needs of individuals and provide such facilities or special arrangements as may be necessary</p>	<p>To be taken into consideration at the planning stage.</p> <p>Develop strategies for the inclusion of all individuals</p>	<p>Resources Committee</p> <p>Resources Committee.</p> <p>Headteacher. Senco.</p>	<p>As and when planned</p> <p>Evaluate termly</p> <p>Ongoing</p>	<p>Any completed refurbishment meets the stated needs.</p> <p>The needs of disabled applicants, parents and staff have been met.</p> <p>The needs of all individual children have been met</p>	<p>Refurbishment has been sensitive to the needs of all pupils with due regard to disabilities</p>
Staff Recruitment	<p>In recruiting new staff consider staff balance in terms of gender, disability & race</p>	<p>Follow LEA guidance when recruiting</p>	<p>Recruitment Panel</p>	<p>Ongoing</p>	<p>Implementation Achieved</p>	<p>We have had to undergo very little recruitment in the last three years. We are often limited with the number of candidates who apply.</p>
Gender	<p>Ensure any gender issues are acknowledged and acted upon.</p>	<p>Pupil Progress meetings to identify any gender issues.</p>	<p>Headteacher</p>	<p>Evaluate termly</p>	<p>No significant difference between boys and girls in terms of learning attitudes, attendance</p>	<p>Gender issues are monitored regularly at Pupil Progress Meetings</p>

	Girls and boys have equal opportunities to access all activities	Monitor uptake of clubs and extracurricular activities and review balance of clubs provided	Headteacher	Evaluate termly	equal opportunities and attainment OR If any such difference is found, develop a strategy for eliminating it	As a school we have acknowledged the equality issues that existed in take up of after-school sports activities and have acted to broaden the range on offer with the aim of attracting more girls to sports clubs. Teachers are aware of the need to motivate and adapt to the needs of boys in English especially.
Community Cohesion	Share the Single Equality Statement and this Action Plan with governors and make available on the School website. Engage with parents, and provide a calendar of school events See that all parents are involved in their child's education through newsletters	The Equality Working Party to meet termly to review the Single Equality Statement and implementation of this Plan. Audit attendance at parents' evenings and follow up. Ensure all groups are invited. Maintain regular communications in standard formats. Monitor parental	Headteacher and governors on the Equality Working Party Headteacher Headteacher and governor representatives	Next Review Sept 2017 Evaluate termly Autumn 2016 and annually	Revise Plan in light of data and experience, set objectives and produce annual statement Increase in parental attendance Parents satisfied with the amount and content of communication.	Equality statement shared School events are available online and through the website. Newsletter circulated to all We have a text message/email system for parents We have a school blog which is regularly updated with news and

	and other communications	views through annual questionnaire		Sept 2017 links to be established		curriculum information and events.
	Increase pupil and staff awareness of race equality and broaden knowledge and understanding of different cultures and religions	Provide more opportunities for interaction between staff and pupils in contrasting areas of the UK and globally	Senior management team		Link achieved, children and parents are aware.	We aim to offer a broad curriculum which is inclusive of different races and religions. We encourage visitors from community groups.

The Equality Duty (set out in Section 149 of the [Equality Act 2010](#)) has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Guidance:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85041/equality-duty.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85049/specific-duties.pdf
- https://www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf
- https://www.equalityhumanrights.com/sites/default/files/meeting_the_duty_in_policy_and_decision-making.pdf
- https://www.equalityhumanrights.com/sites/default/files/equality_objectives_and_the_equality_duty.pdf
- https://www.equalityhumanrights.com/sites/default/files/equality_information_and_the_equality_duty.pdf
- https://www.equalityhumanrights.com/sites/default/files/technical_guidance_on_the_psed_england.pdf

Protected Characteristics

These characteristics are protected by law in the 2010 Equality Act. It is unlawful for any school to discriminate against a pupil or member of staff by treating them less favourably because of their:

- Age
- Disability
- Gender
- Race and Nationality
- Religion or belief
- Pregnancy or maternity
- Marriage
- Gender Identity
- Sexual Orientation

[writing guidance](#)

Governors, having reviewed the previous Equality Action Plan (2014-2018) have set the following objectives.

Aim 1: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Targets	Actions	Responsibility	Timescale	Success Criteria	Review
No target set					

Aim 2: advance equality of opportunity between people who share a protected characteristic and people who do not share it

Targets	Actions	Responsibility	Timescale	Success Criteria	Review
To offer a broad and balanced teaching and learning experience that offers equality of opportunity for all.	Monitor curriculum planning Monitor participation in voluntary activities such as sports clubs Monitor outcomes from statutory assessments	IH/SD	Ongoing	There will be equality of opportunity between people who share a protected characteristic and people who do not share it	IH/SD +Governors July 2022

	and investigate differences between pupil groups. Ensure regular staff appraisal and access to appropriate training				
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Aim 3: foster good relations between people who share a protected characteristic and people who do not share it

Targets	Actions	Responsibility	Timescale	Success Criteria	Review
To ensure that the offered curriculum allows for children to experience diversity and understand different world views and appreciate different cultures as well as knowing about significant historical figures from different cultures.	Review of the curriculum that aims to explore opportunities for diversity teaching.	IH/SD	February 2020	Children know about a range of cultures and backgrounds.	IH/SD + Governors during 2021/22
	Highlight gaps in provision.	IH/SD	February 2020	They can talk positively about historical figures from cultures other than their own.	
	Plan new units/schemes/lessons that fill gaps in provision.	Teaching staff	September 2020/21		
To implement the new Relationships Education Guidance	Share document with all staff.	IH/SD	June 2020	Relationships education fully implemented and being taught successfully.	IH/SD + Governors 2021
	Consult PSHE association for further guidance and advice.	IH/SD	June/July 2020		
	Teaching staff to consider where best to fit in new units.	Teaching staff	September 2020	Good practice evident and demonstrated by benchmarking against the desired outcomes.	

	Monitor effectiveness of teaching.	IH/SD + teaching staff	During 2021		
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Related policies:

SEN

Behaviour

Admissions

Attendance

Safeguarding and Child Protection