

Roman Way First School

School Equality Scheme 2015-2019

1: Vision and Values

Our equality vision and the values that underpin school life

We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task done well and through committed, enthusiastic and effective teaching.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society, and prepare pupils at the school for opportunities, responsibilities and experiences of later life.

To achieve this we will:

- Respect the equal human rights of all our pupils and to educate them about equality.
- Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
- Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
- Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
- Respect the equal rights of our staff and other members of the community.
- In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and 3333sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- homosexual people as well as heterosexual.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- homosexual people as well as heterosexual.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

Context and location:

Roman Way First School is a small First School with 174 pupil on roll from the ages 3-9 years (143 full time and 31 part time). The school draws most of its pupils from the surrounding housing estate on the outskirts of Royston. There are a range of social and economic backgrounds. The percentage of children eligible for free school meals is currently below national average. 15% of pupils are eligible for free school meals. The School Deprivation Indicator is lower than national average. The school is well regarded by parents, which is evident in the strong community ethos.

Wrap around care is in place. This care consists of a breakfast club, Nursery lunch club and a variety of after schools clubs up until 4.00pm most evenings. We offer 15 hour provision in Nursery, with morning and afternoon sessions (not flexible). There is a Reception class, a Year 1/ 2 class, a Year 2 class a year 3 class and a year 4 class.

We are the lead agency for a Children's Centre which we run to reach the hard to reach families. Burns Road is the only lower super output area in Royston. This area has the highest number of families registered to the Children's Centre.

For school provision we have a comprehension provision map which includes social, emotional, behavioural and educational needs.

Characteristic	Total	Breakdown (number and %)
Number of pupils	237	47% Female 53% Male
Number of staff	41	95% Female 5% Male
Number of governors	10	60% Female 40% Male
Religious character		
Attainment on entry		
Mobility of school population		
Pupils eligible for FME	34	
Deprivation factor		
Disabled staff	0	
Disabled pupils (SEN/LDD)	2	Show with statements/school action/school action plus
Disabled pupils (no SEN)		
BME pupils	22%	
BME staff	0	
Pupils who speak English as an additional language	11%	
Average attendance rate	95.3%	
Significant partnerships, extended provision, etc.		Community Hub Children's Centre
Awards, accreditations, specialist status		Sports award Healthy Schools

Current situation

The standard procedures and processes of our school – disability:

Our SEN policy identifies ways in which children with disabilities in school are to be assessed, supported and included fully in school life. Our accessibility policy notes that staff will monitor pupil needs and address any inequalities in provision. Our office and visitor toilet are disabled accessible as is much of the school, we would make reasonable adjustments in order to support a child with a motor disability in school.

We monitor the progress of the children on the SEN register throughout the year to ensure that they are on track to reach their targets and identify any areas where we could improve our support and service.

We work with parents and outside agencies in order to support the progress of these children.

The standard procedures and processes of our school – gender

We monitor the standards and achievements of boys and girls. We note difference and aim to provide for the needs of each group. We track our children's free activity choice in FS to ensure that all children access all areas of the curriculum.

Our curriculum challenges gender stereotypes.

The standard procedures and processes of our school – race

Our culturally diverse curriculum gives children an understanding about different cultures and different faiths. We provide good role models to ensure that all cultures are respected.

We monitor the standards and achievements of all minority ethnic groups to ensure they make the expected progress, actions will be taken if underachievement is noted.

The standard procedures and processes of our school – community cohesion

We view the school as a significant part of the local community. We have contact with various groups within the community such as the pre-schools and private nurseries. We have strong links with other schools and the health service.

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duties

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – Education and Inspections Act 2006

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age*
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership*

At Roman Way First School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Community Cohesion

- Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

***For staff only**

4: Roles and Responsibilities

Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Headteacher Mrs E Edwards retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Name and job title
Disability equality (including bullying incidents)	Mrs Edwards Headteacher
SEN/LDD (including bullying incidents)	Mrs Shah - INCo
Accessibility	Mrs Edwards Headteacher
Gender equality (including bullying incidents)	Mrs Edwards Headteacher
Race equality (including racist incidents)	Mrs Edwards Headteacher
Equality and diversity in curriculum content	Mrs Edwards Headteacher
Equality and diversity in pupil achievement	Mrs Edwards Headteacher
Equality and diversity – behaviour and exclusions	Mrs Edwards Headteacher
Participation in all aspects of school life	Mrs Edwards Headteacher
Impact assessment	Mrs Edwards Headteacher
Stakeholder consultation	Mrs Edwards Headteacher
Policy review	Mrs Edwards Headteacher
Communication and publishing	Mrs Edwards Headteacher

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

At Roman Way First School we will publish relevant information annually.

At Roman Way First School equality information will be available on the school website and school prospectus.

Commitment to action

Governors will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none">• Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none">• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies |
| Behaviour | <ul style="list-style-type: none">• Highlight good practice and promote it throughout the school and wider community• Provide appropriate role models for all managers, staff and pupils• Congratulate examples of good practice from the school and among individual managers, staff and pupils |
| Public Sector Duties | <ul style="list-style-type: none">• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |

Headteachers and senior staff will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none">• Initiate and oversee the development and regular review of equality policies and procedures |
| Policy Implementation | <ul style="list-style-type: none">• Consult pupils, staff and stakeholders in the development and review of the policies• Ensure the effective communication of the policies to all pupils, staff and stakeholders• Ensure that managers and staff are trained as necessary to carry out the policies• Oversee the effective implementation of the policies• Hold line managers accountable for effective policy implementation |
| Behaviour | <ul style="list-style-type: none">• Provide appropriate role models for all managers, staff and pupils• Highlight good practice from departments, individual managers, staff and pupils• Provide mechanisms for the sharing of good practice• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none">• Ensure that the school carries out its statutory duties effectively |

Line managers will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none">• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
| Policy Implementation | <ul style="list-style-type: none">• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary• Be accountable for the behaviour of the staff team, individual members of staff and pupils• Use informal and formal procedures as necessary to deal with 'difficult' situations |
| Behaviour | <ul style="list-style-type: none">• Behave in accordance with the school's policies, leading by example• Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary) |
| Public Sector Duties | <ul style="list-style-type: none">• Contribute to managing the implementation of the school's equality scheme |

All staff: teaching and non-teaching will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none">• Contribute to consultations and reviews• Raise issues with line managers which could contribute to policy review and development |
| Policy Implementation | <ul style="list-style-type: none">• Maintain awareness of the school's current equality policy and procedures• Implement the policy as it applies to staff and pupils |
| Behaviour | <ul style="list-style-type: none">• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme• Provide a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none">• Contribute to the implementation of the school's equality scheme |

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

In addition to the questionnaires, surveys and focus groups we will hold as part of the overall consultation and impact assessment process:

- We will consult with all groups of pupils including those with ASD and ADHD
- Gender- in addition to our staff, pupils and their parents- local women's and fathers groups via the Community Hub and Children's Centre will be consulted in ongoing issues to promote gender equality
- Race- we will work with MECCS
- Community cohesion- we will work with the Children's Centre and Community Hub

Consultation takes place through:

- Coffee mornings
- Surveys
- Questionnaires
- Interviews

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in published information showing how the duty has been addressed.

We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

6: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of each policy review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

7: Our School's Equality Priorities

Key priorities for action

Areas the school has identified as priority areas – and why

Achievements to date

Disability: The majority of the school is accessible. Surround sound field system in all classes and the hall.

Procedures for handing over children on SEN register to next teacher are in place and systems for reviewing progress and discussing issues with the SENCO are in place.

Interventions to support reading and writing difficulties and social skills development have been introduced and becoming embedded.

Gender: Teachers have focused on first hand learning experiences to encourage boys writing. Boys now talk enthusiastically about their learning. The out door provision in reception allows children to write and read outside (research shows this has an impact on reading and writing standards).

Race : Regular Arts week allows the whole school to focus on a country or continent and investigate race, culture and religion. Regular visits to places of worship i.e Gurdwara broadens children's understanding of our multicultural society.

Social cohesion: Development of talking circles means all children can share their views and ideas. Other paired activities such as paired reading, maths activities and art activity sessions are beginning to take place. Links with preschools and day nurseries with visits from our nursery teacher, and a pre-school on site. Links with community groups such as community volunteers and fire service developing. Regular articles in local press.

Have begun work with 'vulnerable' children, some financially disadvantaged to ensure they are able to participate fully in school life and to provide enrichment experiences.

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background
1 Social skills group	Identified by school /parents	SEN	Social skills groups have been developed using a variety of resources we now need to identify and assess the specific area of need and target these needs with appropriate resource.
2 Vulnerable children-especially financially disadvantaged	School	Community cohesion	There are groups of children who miss out on life experiences often for financial reasons we plan to provide enrichment experiences. All teachers to maintain a cohort overview and a wave 2 provision map. Track their progress termly. Track in pupil progress meetings.
3 Anti stereotypical education	Statutory/school ethos	Race and community cohesion	Discussion with parents and children show limited understanding of different races and cultures in

			some cases. We need to develop an understanding about people of all races.	
4	Policy review	Statutory	All	We will monitor our policies as we write and review them to ensure they comply with the equality scheme.
5	Reading	National indicator	All	We want to focus our efforts on improving reading attainment for all vulnerable groups so they do as well at school as others
6	Impact assessment	Statutory	All	We will break down our statistics into various diversity strands.
7	Communication and publishing	Statutory	Disability Gender Race	We will ensure communications with the school community are accessible and easy-read. Ensure policies are readily available for parents to access.

8. Action Plan review

Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 Social skills group	Identified by parents/school	Disability	<ul style="list-style-type: none"> Carry out initial assessment of suitable children to identify level of need and type of need 	SENCo to lead	Done
			<ul style="list-style-type: none"> Source training for using silver set SEAL 	SENCo	Done Done
			<ul style="list-style-type: none"> Begin group working – following appropriate resource 	TAs and Teachers	Done (follow up assessment outcomes)
			<ul style="list-style-type: none"> At end of intervention assess again to measure impact and identify next steps 	SENCo to lead	
2 Vulnerable children especially financially disadvantaged	School identified need	Community cohesion	<ul style="list-style-type: none"> Provide enrichment activities for children who may not otherwise receive these outside of school 	SENCo and head	Done- CLJ in use with WOW days to start topics
			<ul style="list-style-type: none"> Closely monitor progress of vulnerable children to ensure that they at least make good progress. 	SENCo and head	Done- HIP reports
3 Anti stereotyping education	Statutory/ school ethos	Race and community cohesion	<ul style="list-style-type: none"> Continue to develop an awareness of race and different cultures – through curriculum development- 	All teachers	Done
			<ul style="list-style-type: none"> Visitors from different faith/race groups – share with staff 	RE leader	Done
			<ul style="list-style-type: none"> Use inclusive ideas from SEAL materials and other PSHE resources 	PSHE leader	Done
4 Policy review	Statutory	All	<ul style="list-style-type: none"> We will monitor our policies as we write and review them to ensure they comply with the equality scheme. 	All subject leaders and Head	On going

5

Priority issue and objective	Reading		
Category	National indicator		
Diversity strand	All		
Tasks	Detail	Responsibility	
Review the teaching of reading as a school	Discuss as a staff how we teach reading and check for consistency.	All staff	done
Track reading progress termly	Literacy co-ordinator to monitor reading progress, including guided reading	Literacy co-ordinator Headteacher	on going
Review/impact assessment			

6

Priority issue and objective	Impact assessment		
Category	Statutory		
Diversity strand	All		
Tasks	Detail	Responsibility	
Track vulnerable groups	Use AM7 to highlight the progress of children on the inclusion register. Headteacher to provide an assessment overview for staff and Governors including the progress of children on the inclusion register and in vulnerable groups.	Headteacher	done - on going
Review/impact assessment			

7

Priority issue and objective	Communication and publishing		
Category	Statutory		
Diversity strand	Disability, gender, race		
Tasks	Detail	Responsibility	
Update policies	Sign post parents, Governors and staff to the office where all policies are held in hard copy form	Headteacher	done- see newsletters
Review/impact assessment			

Action Plan 2015-2018

Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 Play groups for developing turn taking/ social skills	Identified by parents/school	Disability	<ul style="list-style-type: none"> Carry out initial assessment of suitable children to identify level of need and type of need 	MSAs	
			<ul style="list-style-type: none"> Source training for MSAs 	Hilary Coxon	
			<ul style="list-style-type: none"> Begin group working – following appropriate resource 	MSAs	
2 Vulnerable children especially financially disadvantaged	School identified need	Community cohesion	<ul style="list-style-type: none"> Provide enrichment activities for children who may not otherwise receive these outside of school 	SENCo and head	
			<ul style="list-style-type: none"> Closely monitor progress of vulnerable children to ensure that they at least make good progress. 	SENCo and head	
3 Anti stereotyping education	Statutory/ school ethos	Race and community cohesion	<ul style="list-style-type: none"> Continue to develop an awareness of race and different cultures – through curriculum development- 	All teachers	
			<ul style="list-style-type: none"> Further embed and develop new curriculum 		
			<ul style="list-style-type: none"> Visitors from different faith/race groups – share with staff 	RE leader	
			<ul style="list-style-type: none"> Use inclusive ideas from SEAL materials and other PSHE resources 	PSHE leader	
4 Policy review	Statutory	All	<ul style="list-style-type: none"> We will monitor our policies as we write and review them to ensure they comply with the equality scheme. 	All subject leaders and Head	

5 Classrooms: creating autistic and dyslexic friendly classrooms

- Provide staff training/ Inset
- Resources such as visual prompts
- Adapt behaviour policy (with level system)
- Have an attached Governor for monitoring of impact

6 Adopt new code of practice

- Provide info on website
- Ensure Governors are aware of responsibilities and amendments
- Have an attached Governor

7. Priority issue and objective	Reading	
Category	National indicator	
Diversity strand	All	
Tasks	Detail	Responsibility
Review the teaching of reading as a school	Discuss as a staff how we teach reading and check for consistency.	All staff
Track reading progress termly	Literacy co-ordinator to monitor reading progress, including guided reading	Literacy co-ordinator
Review/impact assessment		Headteacher

8

Priority issue and objective	Impact assessment	
Category	Statutory	
Diversity strand	All	
Tasks	Detail	Responsibility
Track vulnerable groups	Use AM7 to highlight the progress of children on the inclusion register. Headteacher to provide an assessment overview for staff and Governors including the progress of children on the inclusion register and in vulnerable groups. Class cohort overview and AM7 to be used as a tool by class teachers to identify needs and gaps in learning	Headteacher
Review/impact assessment		