



# Blue Hills Federation



## SINGLE EQUALITY STATEMENT

SEPTEMBER 2023

### The Blue Hills Federation

The Blue Hills Federation is a collective of three primary schools – Clunbury CE Primary School, Newcastle CE Primary School and St Mary's Bucknell CE Primary School. All three schools share one Executive Headteacher and one Governing Body. When using the term 'Blue Hills Federation' within this policy, it is in reference to all three schools. When policy only applies to one school that school will be named specifically. Newcastle CE Primary School does not have a nursery or a preschool, therefore any references to nursery or pre-school do not apply to Newcastle CE Primary School.

### Our Vision

Proverbs 22:6 - Good News Bible

***'Teach children how they should live, and they will remember it all their lives.'***

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

### Our Values

Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness;  
Friendship and Family; Perseverance and Resilience

**Review Date: September 2026**

# Single Equality Statement (SES) 2023

**"The Single Equality Scheme brings together the Blue Hills Federation's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions within the whole school communities.**

**Our scheme includes pupils, staff, governors, parents, carers and all those within our extended school communities. We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the EYFS Statutory Framework.**

**We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people."**

This Equality Statement fulfils statutory requirements under the terms of legislation referred to in the document. As it is a public document, the federation governors publish it by making it available on request. For further information or to request this Statement in an alternative format, please contact the individual school office.

The scheme will be kept under regular review for three years.

## 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 schools provide?
- Has our Equality Action Plan been influenced 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's 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?
- Do the schools take part in annual events to raise awareness of issues around race, disability and gender?
- Are the school environments as accessible as possible to pupils, staff and visitors to the schools? 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?

# The Blue Hills Federation Equality Statement

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## Introduction

At the Blue Hills Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our schools, irrespective of race, gender, disability, age, religion or belief, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the schools 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. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

### **The federation is committed to:**

- Dealing firmly with any incidents of discrimination, harassment and victimisation
- Enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc
- Recognising the value of a diverse and inclusive school community
- Ensuring that staff and pupils within the schools operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principles through pupil and staff procedures
- Ensuring that support is provided to pupil and staff where a formal complaint or grievance is submitted

### **This Single Equality Statement sets out how our federation intends to:**

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- And foster good relations in a holistic way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our commitments to and compliance with current legislation.

## **Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the federation 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, social bias and disability. Any disparities which are identified are addressed through targeted curriculum planning, teaching and support
- Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the schools, population and local communities 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 encourage the partnership between home and school. To encourage parents to take an active part in their child's education
- All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized
- We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning
- Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers
- Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour
- This federation believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress
- Extended school activities such as 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

### **The quality of provision – guidance and support**

- We actively promote good personal and community relations and recognise diversity as having a positive role to play within the schools
- All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities
- Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities
- Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children

- The schools provide appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning
- We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality
- Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour

### **Behaviour and Attendance**

- This Federation expects high standards of behaviour from all pupils, appropriate for their developmental level.
- We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.
- It is recognised that cultural background and disability may affect behaviour. Our schools take this into account when dealing with incidents of unacceptable behaviour. Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Shropshire LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.
- We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.
- We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.
- This Federation will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.
- Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.
- Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.
- There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.
- Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.
- We make provision for leave of absence for religious observance, for staff as well as pupils.
- We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.
- The schools will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

- We expect full-time attendance of Traveller and Gypsy pupils.

### **Partnership with pupils, parents, carers and the wider community**

We monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

The schools encourage participation of underrepresented groups in areas of employment. e.g. through work experience placements.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The schools work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The schools' premises and facilities are equally available and accessible for use by all groups within the community.

### **Leadership and management**

Steps are taken to ensure the schools' admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

The schools will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc is included in admissions forms OR gathered at admissions interview.

The schools adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Shropshire Council guidelines.

We will take steps to encourage people from under-represented groups to apply for positions at all levels in the schools and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our schools' employment practices.

Everyone associated with the schools are informed of the contents of this policy. All staff and visitors must support the ethos of the schools, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

### **Linguistic Diversity**

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

### **Admissions**

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

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at the Blue Hills Federation.

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 schools reflect the diversity of the communities.

### **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 religion or belief 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.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Actions to ensure this commitment is met include:

- Everyone associated with the schools are informed of the contents of this policy. All staff and visitors must support the ethos of the schools, promoting equality and challenging bias and stereotyping wherever they observe it
- 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
- Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy



- Staff and visitors provide a wide range of role models and the schools strive to reflect the diversity of the local and wider communities
- This Federation opposes all forms of racism, homophobia, prejudice and discrimination
- Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

## **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), Special Educational Needs and Disability Act (SENDA) 2001 and Equality Act (2006).

The action plan at the end of this Equality Statement outlines the actions the Blue Hills Federation will take to meet the general duties detailed below.

## **Race Equality**

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

Under our specific duty we will:

- Prepare a Single Equality Statement and Action Plan which includes our written policy for race equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

## **Disability**

This section should be read in conjunction with the schools' Special Educational Needs & Disability (SEND) Policy and Disability and Accessibility Plan.

### **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

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

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this scheme every three years

## Gender Equality

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 sex and gender reassignment
- Promote equality between men and women

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this scheme every three years

## Sexual Orientation

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.

## Community Cohesion

Governors and their community partners are aware of how the schools' communities compare with the wider community, both locally and nationally.

Children come from a broad range of backgrounds. The ethnic composition of our intake is predominantly white English.

Our schools are Church of England Voluntary (Aided) Primary Schools and have close links with the church.

Children come from a wide range of backgrounds, including one parent families and professional couples. Approximately 11% of pupils take free school meals.

Families are geographically disadvantaged from experiencing wider cultural influences.

Through national and local strategy, the schools are working within a diverse range of collaborative models with other schools and partnerships, both in the immediate vicinity and further afield.

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.

### **Consultation and involvement**

It is a requirement that the development of this Single Equality Statement 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 and parents' evening
- Input from staff meetings / PD Days / networking
- Feedback from the schools' councils, PSHE lessons, whole school surveys
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at governing body meetings

### **Information Gathering**

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate or progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, our pupil and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our schools, where possible, in the context of national and local information.

#### **We will collect samples of the following equality information:**

- Admissions
- Attendance
- Achievement
- Free school meals
- Pupil progress
- Concerns and complaints
- Bullying
- Racial incidents
- Rewards/sanctions
- Parents evening attendance

#### **We will collect staff information regarding:**

- Age and gender profile
- Recruitment
- Retention

- Ethnicity profile
- Discipline and grievance issues
- Staffing structures

The most recent information collected by the schools will be available on the schools' website and will be updated annually. The Federation will do its best to respond positively to requests for copies in paper form or alternative formats.

We will also consider and report equality issues in a qualitative way when appropriate. For example:

- Reviewing school policies
- Staff meetings and training
- Specific issues – e.g FSM pupils and "narrowing the gaps", one to one support programmes
- Curriculum developments

### **Using equality Information**

We use the information collected to:

- Evaluate how well we comply with all our duties under the Equality Act
- Assess the potential and actual impact of policies and procedures
- Decide where positive action may be appropriate
- Identify priorities, set equality objectives and update our plan
- Monitor progress towards meeting these objectives and implementing our SES
- To inform future actions
- To update our schools development plan where appropriate

### **Roles and Responsibilities**

The Governing Body are responsible for:

- drawing up, publishing and implementing the schools' equality objectives
- making sure the school complies with the relevant equality legislation
- making sure the schools Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Executive Headteacher is responsible for:

- making sure steps are taken to address the schools' stated equality objectives
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the schools.

All staff are responsible for:

- promoting equality and community cohesion in their work
- avoiding unlawful discrimination against anyone

- fostering good relations between groups
- dealing with prejudice-related incidents
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities

The Executive Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

### **Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the schools' 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/headteacher where necessary. All incidents are reported to the Executive 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**

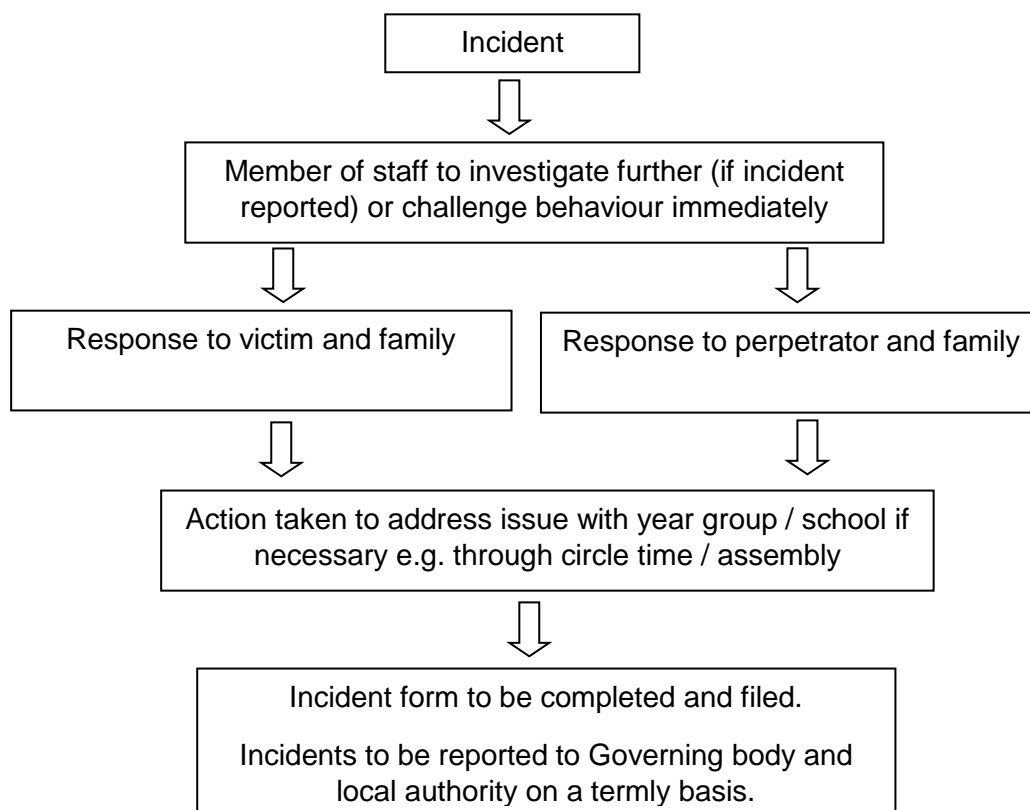
Types of discriminatory incidents that can occur are:

- 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.

The procedure for responding and reporting is outlined below:



## Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our schools policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan 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.

## Publishing the SES

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

- Raise awareness of the SES through the schools newsletters, PHSE curriculum, staff meetings, schools website and other communications
- Make sure hard copies are available

Reviewed September 2023

## 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
<b>All</b>	Publish and promote the SES through the schools' website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Spring term, annually (Immediately after Equality Plan is agreed by governing body)	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
<b>All</b>	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 Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
<b>All</b>	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Class teachers	Academic year	Notable increase in participation and confidence of targeted groups
<b>All</b>	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher	Ongoing	More diversity reflected in schools' displays across all year groups

## 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
<b>All</b>	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	Ongoing	More diversity in school council membership
<b>Race Equality Duty</b>	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority 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 (termly)	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body
<b>Gender Equality Duty</b>	Ensure all pupils have equal opportunity to participate in sport outside the curriculum requirements.	Via Extended Schools provision; monitoring % take up.	Extended Schools Co-coordinator	Ongoing	Increased take up
<b>Disability</b>	Promote Governor vacancies with information in accessible formats, to reflect the school community.	Monitoring of applications by disability to see if material was effective.	Lead Governor on Special Educational	Ongoing	More applications from disabled



## ACTION PLAN

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing ?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
<b>Equality Duty</b>			Needs & Disabilities		candidates to be School Governors
<b>Disability Equality Duty</b>	Ensure compliance with DDA & SEN Code of Practice	Through staff & Governor Meetings	Staff & Governors	Ongoing	Schools comply with DDA / SENDA
<b>Community cohesion</b>	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Christmas.	PSHE assessments	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments
<b>Disability Equality Duty</b>	Improve availability of written material in alternate formats	Ensure pupils and adults with disabilities are aware of this commitment and request alternative forms as required. Monitor through questionnaire.	Staff and Governors	Ongoing	Individuals with alternative / augmentative communication needs are able to access school information.
	Disability awareness to remain a regular part of the curriculum	Through lesson planning and observations	Curriculum development within staff planning	Ongoing	Regular teaching and discussion held around disability awareness.
	Alternative / augmentative communication on methods become familiar with all children	Raised awareness of alternative communication	School staff / independent facilitator to support	Ongoing	Pupils become aware and familiar of alternative / augmentative

## 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
					communication methods
	Any adaptation, renovation or alteration of building will consider access issues.	The schools continue to improve accessibility	Headteacher / Governors	Ongoing	The schools continue to improve accessibility.

# ACTION PLAN

## Ensuring Equality of Opportunity and Participation

### The schools 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 Schools Equality Plan
- 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 Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

### The schools 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 schools will:

- Promote positive images which reflect the diversity of the schools and communities 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 schools 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 communities to take part in activities and receive services which build positive interaction and achievement for all groups

# ACTION PLAN

- 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

### The schools 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 on a termly basis
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour

## Monitoring Impact

- The schools 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 to parents on the effectiveness and success of its Equality Plan
- We will place the report alongside the plan on our website