

## STAGE 1 : EQUALITY INFORMATION

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	<ul style="list-style-type: none"> <li>• Equality policies.</li> <li>• Policy review sheets and Governors committee and full meeting minutes show that all Policies reviewed regularly</li> <li>• All reviewed policy documents contain positive statement</li> <li>• School rules set clear guidelines applicable to protected characteristics</li> <li>• Assembly Programme list</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies planning</li> <li>• PSHE planning</li> <li>• Lesson Plans demonstrate staff plan to promote equality in lessons; access, content, expectations</li> <li>• Equality policies.</li> <li>• School rules set clear guidelines and are used with children to emphasise issues</li> <li>• Open Door policy ensures verbal information transfer where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome to parents</li> <li>• Inclusion of parents</li> <li>• Inform parents</li> <li>• Assemblies</li> <li>• PSHE</li> <li>• Staff use the school rules to support positive behaviour towards those with a protected characteristic</li> <li>• Policies set guidelines for staff</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• Equality policies in replace</li> <li>• All reviewed policy documents contain a positive statement</li> <li>• School rules set clear guidelines applicable to protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Good quality facilities; lifts, toilet, general access in the building</li> <li>• Access plan in place</li> <li>• IEP</li> <li>• All staff plan to promote equality in lessons; access, content, expectations</li> <li>• School rules set clear guidelines and are used</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• PSHE</li> <li>• Sharing information with other children</li> <li>• Welcome to parents</li> <li>• Staff use the school rules to support positive behaviour towards those with a protected characteristic</li> </ul>

		with children to emphasise issues	
<b>Sex</b>	<ul style="list-style-type: none"> <li>All reviewed policy documents contain a positive statement</li> <li>School rules set clear guidelines applicable to protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>All staff plan to promote equality in lessons; access, content, expectations.</li> <li>School rules set clear guidelines and are used with children to emphasise issues</li> </ul>	<ul style="list-style-type: none"> <li>All staff plan to promote equality in lessons; access, content, expectations.</li> <li>Staff use the school rules to support positive behaviour towards those with a protected characteristic</li> </ul>
<b>Gender Reassignment</b>	N/A	N/A Not currently applicable to the school.	N/A
<b>Pregnancy and Maternity</b>	N/A	<ul style="list-style-type: none"> <li>Staff group too small; possibility of identifying individuals;</li> <li>no requirement to publish; children not included</li> </ul>	N/A
<b>Age</b>	N/A	<ul style="list-style-type: none"> <li>Staff group too small; possibility of identifying individuals;</li> <li>no requirement to publish;</li> <li>children not included.</li> </ul>	N/A
<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>All reviewed policy documents contain a positive statement</li> <li>School rules set clear guidelines applicable to protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies</li> <li>RE lessons and discussion</li> <li>Informal discussion</li> <li>Displays</li> <li>School rules set clear guidelines and are used with children to emphasise issues</li> </ul>	<ul style="list-style-type: none"> <li>Visitors to the school from other denominations and faiths</li> <li>Visits from school to places of worship</li> <li>Staff use the school rules to support positive behaviour towards those with a protected characteristic</li> </ul>

		<ul style="list-style-type: none"> <li>• Visitors welcomed</li> </ul>	
<b>Sexual Orientation</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

## **STAGE 2 EQUALITY ENGAGEMENT**

<b>Protected characteristics</b>	<b>Aims of general duty</b>		
	<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How have we engaged with the protected groups in order to advance equality of opportunity?</b>	<b>How do we engage with protected groups in order to foster good relations?</b>
<b>Race</b>	<ul style="list-style-type: none"> <li>• Discussion with parents and children</li> <li>• Parent consultations are held regularly, during the school day to ensure good turnout</li> <li>• Pre-school engages youngest children in community and parents, bringing them into school</li> <li>• Questionnaires have been used to elicit views of children and parents around school issues</li> <li>• Open Door Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-school</li> <li>• Discussion with parents</li> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Newsletter includes relevant information</li> <li>• Parents are welcomed to weekly sharing assemblies.</li> <li>• PHSE gives opportunity to discuss issues with children</li> <li>• Open Door welcome to parents</li> <li>• Inclusion of parents in planning for events</li> <li>• Discussion aimed to engage help, understanding and co-operation of protected group.</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• Equality policy in place</li> <li>• Disabled pupils welcomed</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies planning</li> <li>• PSHE planning</li> <li>• All staff plan to promote equality in lessons; access, content,</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter; positive statement/declaration</li> <li>• Planned assemblies make positive reference to disability</li> </ul>

		<p>expectations</p> <ul style="list-style-type: none"> <li>All reviewed policy documents contain positive statement</li> <li>Disabled facilities in school; lifts, front door, double doors, toilet.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome to and inclusion of parents with disability</li> <li>Inclusion of parents in aspects of school work and life</li> <li>Engage help, understanding and co-operation of protected group</li> </ul>
<b>Sex</b>	<ul style="list-style-type: none"> <li>Equality policy</li> <li>All policies have a regard for equality between sexes.</li> </ul>	<ul style="list-style-type: none"> <li>All children included in all activities.</li> <li>Staff encourage both sexes</li> </ul>	<ul style="list-style-type: none"> <li>All children included in all activities.</li> <li>Staff encourage both sexes</li> </ul>
<b>Gender Reassignment</b>	Not Available	NA	NA
<b>Pregnancy and Maternity</b>		<ul style="list-style-type: none"> <li>Ensure staff who are pregnant are able to identify needs in school.</li> <li>Welcome pregnant mums</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff who are pregnant are able to identify needs in school.</li> <li>Welcome pregnant mums</li> </ul>
<b>Age</b>	Not available	<ul style="list-style-type: none"> <li>Staff group too small; possibility of identifying individuals;</li> <li>no requirement to publish;</li> <li>children not included.</li> </ul>	
<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>Multi faith celebrated in assemblies and across the curriculum</li> <li>Displays of other faiths are evident in school</li> </ul>	<ul style="list-style-type: none"> <li>Visitors from other faith groups welcomed to the school</li> <li>Visits from school to places of worship encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Visitors from other faith groups welcomed to the school</li> <li>Visits from school to places of worship encouraged</li> </ul>
<b>Sexual Orientation</b>	Not available	Not available	Not available

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	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in school surveys?	Headteacher / designated governor	March 2018	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
All	<i>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.</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>Headteacher / Governing body</i>	<i>Termly</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
All	<i>Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being,</i>	<i>Governor monitoring</i>	<i>Headteacher SENCo</i>	<i>Ongoing</i>	<i>Pupils are achieving in line with peers or making enhanced progress</i>
All	<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in pupil participation, confidence and positive identity – monitor through PSHE</i>	<i>Headteacher/ governor</i>	<i>Ongoing</i>	<i>More diversity reflected in school displays across all year groups</i>
All	<i>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.</i>	<i>School Council monitored</i>	<i>Member of staff leading on school council</i>	<i>Ongoing</i>	<i>More diversity in school council membership</i>
Race Equality Duty	<b>MUST BE INCLUDED</b> Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority/PDET.	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: December, April, July	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
<i>Gender Equality Duty</i>	<i>Maintain encouragement of both genders to take up sport outside the curriculum.</i>	<i>Increased participation of girls in sports clubs and out of school sport activities</i>	<i>Member of staff leading on sports / PE</i>	<i>Yearly</i>	<i>More girls take up after-school sports clubs</i>
<i>Disability equality</i>	Ensure disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies	<i>Participation in clubs by disabled pupils</i>	<i>Headteacher/ disability equality governor</i>	<i>Ongoing</i>	<i>Parent perception answers indicate this</i>
<i>Community cohesion</i>	<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</i>	<i>Governor monitoring visits/ chatting to children</i>	<i>Member of staff leading on PSHE/ worship coordinator</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in perception surveys</i>