

Single Equality Plan

Date Ratified:	
Date Issued:	July 2015
Review Date:	July 2016
Target Audience	Staff/Parents/Governors

Version	Date	Control Reason

Check list for Eastbury school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Equality Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter, parent/carer forums and at subject evenings.	Through parent/carers response	Kw WJ	On-going	Parents of all pupils Reception to Yr 13 are aware of the Equality Plan
All	Ensure all staff are aware of the equality plan		Kwi + WJ Inclusion Jan Goldfinch	On-going	Staff are aware of the relevance of the equality plan to their work
All	Monitor and analyse pupil achievement from Reception year upwards by ethnicity, gender, FSM and Special Educational Needs and disability and act on any trends or patterns in the data that require additional support for pupils.	Appropriate intervention identified and implemented and impact recorded	Kwi + WJ KcF KWA YCC HOD Inclusion Jan Goldfinch	At data entry points raise online	We are aware of our underachieving groups and intervention strategies have been put in place. Monitoring
All	All policies have to reflect and have direct reference to the equality plan	Review of policies indicates this action	Kwi	ongoing	To be discussed at SLT meetings to enable implementation
All	When decisions are made in school consideration must be made in relation to the question- is anyone being discriminated against or negatively affected by this action?	Non-discriminatory practice	SLT HOD YCC Inclusion	ongoing	To be discussed at SLT meetings to enable implementation Minutes of meetings Action points of meetings
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of ethnicity, gender, sexual identity, gender identity, Special Educational Needs and disability, social class.	Check list completed to identify where role models are explicitly promoted	HODs Inclusion Primary Head & teachers	Ongoing	Every subject area can identify at least one explicit positive role model per year group.
All	Ensure that displays in school environment, classrooms and	Displays	Kwi	Ongoing	Diversity reflected in

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	corridors promote diversity in terms of ethnicity, gender, sexual orientation, gender identity, and special educational needs and disabilities.		Inclusion WJ		school displays across all year groups
All	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 ethnicity, gender, special educational needs and disability	Julie Moore WJ	ongoing	For data School council membership reflects the school student cohort
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	Governors reports will include an analysis of 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?	Kwi + WJ 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
All	Identify, respond to and report incidents relating to sexual orientation, gender identity, gender, disability, and beliefs.	Governors report to include an analysis of 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?	KWI + WJ HOD YCC Jan Goldfinch	Reporting: December, April, July	Teaching staff are aware of and respond to these incidents Consistent nil reporting is challenged by the Governing Body

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All	Celebrate cultural and recognizing diversity events throughout the year to increase staff and pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Assembly and tutor rota – across the Primary and Secondary Phases	PDWB team Head of RE Head of Citizenship + WJ	Ongoing	Assembly rota includes the various events.
All	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;	Student feedback	Kwi +WJ	ongoing	Links with different schools and communities are listed Analysis of involvement of groups by ethnic, gender, special educational needs and disabilities to be produced.
All	<ul style="list-style-type: none"> ○ 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. 	Action points Minutes from meetings indicate involvement	Kwi + WJ JMO PDWB team Parent Support Advisor	ongoing	Student council discuss the single equality plan and provide feedback
All	Working within the employment laws the school will actively seek to recruit staff who will reflect the diversity of the school community and those who may have disabilities and support them in their work and career development.	Annual collection and analysis of Quantitative data Investors in people Feedback from staff	Ddi and Kdu + WJ	ongoing	Quantitative data available re diversity of school staff