

Where learning's an adventure

Equality document (information and objectives)

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- Our commitment to equality and community cohesion
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Updated on: 27/4/16

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Copenhagen Primary School: We are a 'Values School' aiming to instil a deep understanding of intrinsic values in our school community. By teaching values, the equal worth of every individual in the school is reinforced. In cooperation with pupils, parents and the community, the school aims to provide a safe, welcoming, stimulating, calm, happy and caring environment in which all children will feel valued, fairly treated and respected. We seek to promote high individual expectations and appreciation of personal achievement, providing opportunities for self-discipline and responsibility. We aim to ensure that children show respect towards other people regardless of any perceived differences. All members of the school community, both children and adults, should show respect towards each other, irrespective of status or role. This will give children access to an education, which will equip them to utilise their talents to the full. We aim for all children to leave with fond memories of their time at Copenhagen.

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)
- To publish information about how we have used Pupil Premium funding to improve provision for pupils from low income households

We also welcome Islington Council's commitment to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act, and the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving, including pupils from low income families. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do
- Publish information about how we spend Pupil Premium funding for pupils from low income families.

For more information please contact:

Copenhagen Primary School (Inclusion Leader) Tel: 020 7837 5597 Email:
sbm@copenhagen.islington.sch.uk

Part 1: Information about the pupil population

Number of pupils on roll at the school:

Boys: 107	Girls 117
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Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: **0**

There are pupils at our school with different types of disabilities and these include:

- Cerebral Palsy
- Global Developmental Delay

Ethnicity

Ethnicity	Pupil Numbers
Bangladeshi	42
Indian	1
Other Black African	19
Black	75
Asian	17
Hong Kong Chinese	2
Mixed Black	14
Mixed Asian	3
Filipino	1
Kurdish	3
Latin/South/ Central American	3
Moroccan	1
Vietnamese	2
Albanian	2
White	15
Kosovan	3
Turkish	12
Afghan	1

Albanian	4
Arab	4

Religion and belief (where there are over 10 pupils)

Buddhist		Sikh	
Christian	37	No religion	27
Hindu		Other religion	
Jewish		Unknown	
Muslim	142		

Sensitive information on some pupils with protected characteristics

Some information in relationship to protected characteristics we regard as sensitive. It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.

Pregnancy and maternity

We have/have had students who are pregnant or have recently given birth and we have ensured their needs are met to enable continued access to schooling.

	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

Gender Reassignment

We are aware from research and engagement that:

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

We are aware from research and engagement that:

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.

Please contact the member of teaching staff with responsibility for equality issues mentioned above if you want more information. It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households

In addition to the 'protected characteristics' identified by the Equality Act, we are obliged to publish how we spend Pupil Premium funding for pupils from low income families. Islington Council is also committed to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality.

	Boys	Girls	Total	Percentage of school population
Number of pupils on roll who have been eligible for free school meals in the last six years	33	53	86	39

Pupil with Special Educational Needs (SEN)

	Number of pupils	Percentage (%) of school population
No Special Education Need	200	90.5
SEN Support (K)	16	7
Statement/EHCP	5	2.5

Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	99	111	210	95
Number of pupils who are at an early stage of English language acquisition	1	2	3	1

Looked after children

3 pupils from January 2016

Young carers

0

Other vulnerable groups

Children on Child protection Plans: 3

Children on Child in need Plans: 0

Vulnerable children: 24

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

Eliminating discrimination

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

At Copenhagen Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school 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. At Copenhagen Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The achievement of pupils will be monitored by race, gender, SEND and FSM 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 is harmonious and respects for all. At Copenhagen we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

In our teaching 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 and SEND and FSM and action any gaps;

Take account of the achievement of all pupils when planning for future learning and setting challenging targets;

Ensure equality of access for all pupils and prepare them for life in a diverse society;

Use materials that reflect the diversity of the school, population and local community in terms of race, gender and SEND and FSM, 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 involve all parents in supporting their child's education;

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour and Restorative Practice Policy. We will closely monitor exclusions and actively set up plans to ensure that the child's needs are met. The school will work closely with families and develop a Pastoral Support Plan.

As an employer we 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 faith or religion 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.

Pupils have a behaviour charter to follow and staff have a school code of conduct.

Disability

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Ensuring all children with disabilities are fully integrated into the school, through planning and adult support. The school works closely with outside agencies e.g. Children's Services, NHS and Local Authority outreach services to ensure the children have full access to the curriculum. Some children have modified timetables to support their needs. Children also have access to specialised resources i.e. resources with larger print and appropriate colours designed to remove barriers to learning.

Foster good relations and community cohesion by:

Catering for children with a variety of needs. Any form of effective intervention must be based on positive relationships, built on mutual respect. Within each of our classes we have children with a wide variety of needs including specific learning difficulties, physical disabilities, emotional or behavioural difficulties. We deliver personalised monthly value based lessons that enable pupils to develop key skills in all areas. We follow restorative practice that enables us to swiftly deal with conflicts through a process that is non-judgemental. Restoring a conflict enables our pupils to develop effective communication skills, foster relationships and even friendships, develop empathy and understanding of others perspectives, respect for the school, local and global community, developing an understanding of the impact of one's own behaviour on others.

Our curriculum / yearly planner promotes tolerance and friendship and our assemblies also deal with relevant issues and initiatives to support and promote effective relationships. Some of these include:

- Black History Month
- Friendship Friday
- Anti bullying week
- Values assembly and lessons – compassion, respect, cooperation, resilience, harmony, sharing, etc.
- P4C- enquiry based learning: critical, caring, collaborative and creative thinking.
- Diversity Role Models Project

The school works closely with key agencies to support the achievement of all these children.

We are involved in local community projects and play an active part in a local carnival, partnership with London school of arts and the House of Illustrations.

What has been the impact of our activities? What do we plan to do next?

Low levels of harassment reported to the Federated Governing body.

Ethnicity and race (including EAL learners)

Summary information:

The school has a growing number of EAL students as is evident in the difference between the EAL numbers in reception and Year 6 as well as the analysis of this data over time. There is significant diversity of language groups and ethnicity which supports the schools approach to integration. The school has a large percentage of African students; one of the largest percentage in the borough.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to::

Advance equality of opportunity by:

Monitoring the attainment and progress of groups of pupils to ensure that all pupils track to meet the end of year expectations.

The processes we use to monitor the children's progress:

Performance management targets

Data tracking

Pupils premium analysis

Year group analysis

Provision mapping

Pupils at risk are identified and personalised interventions are planned for, e.g.

1:1 interventions

Support from higher level teaching assistants and learning support assistants – math, English, nurture

EAL support

Be the best you can be assemblies

Parent workshops for different areas of the curriculum.

Behaviour support – learning mentors, behaviour team and CAMHS.

Structured conversations with parents and pupils.

Foster good relations and community cohesion by:

Weekly meetings offered to parents/carers on the progress of the school

Books and resources to represent a wide range of backgrounds, cultures and abilities

Behaviour and anti-bullying policies

Scheme of work – PSCHE

Friendship Week

Playground Buddies

School Council

Links with local special schools and SEND services

Open door policy, inviting parents in every Friday to openly discuss what the school is doing well and how the school could improve.

International day

Termly whole school open afternoons to showcase children's learning.

What has been the impact of our activities? What do we plan to do next?

Pupils make good progress.

Parents speak positively about their children's, and their own experiences of school (parent and pupil audits).

Pupil Voice Surveys indicate that children find the additional intervention support very helpful in them making progress/ improving their confidence.

Gender

Summary information:

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

All opportunities in school are available to all staff, pupils and parents, irrespective of their gender.

Advance equality of opportunity by:

Termly data analysis which feeds into the intervention programmes and provision maps.

Strong relationships between school and parents.

Links with interpreters to support EAL parents at key meetings.

Staff training and INSET on tracking pupils at the early stages of English – tracking systems in place.

Children also have access to specialised resources – timeline, next steps and visual diaries.

Dual language texts in classes.

Foster good relations and community cohesion by:

Equality of opportunity for training – records kept of all staff CPD to ensure balance.

Staff structure- reviewed annually to ensure gender balance.

What has been the impact of our activities? What do we plan to do next?

Whole school events such as visitors from who have various occupations and the leadership team have monitored this, so that there is a good balance of male/ female visitors).

Religion and belief

Summary information:

All opportunities in school are available to all staff, pupils and parents, irrespective of their religion or belief.

SEE EQUAL OPPORTUNITIES POLICY/ RE POLICIES FOR FURTHER INFORMATION.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Following the Discovery RE scheme of work to support coverage of all faiths through an enquiry based curriculum.

Foster good relations and community cohesion by:

Inviting parents and carers to come in to school to share their experiences and religious beliefs. Pupils visit key places of worship to support their understanding of a variety of faiths. Pupils and parents attend whole school celebrations and events such as celebration assemblies, after school events, etc.

What has been the impact of our activities? What do we plan to do next?

RE and Worship is taught well in the school.
School is part of RE champions as part of the LA.
To fully embed the use of P4C through the RE curriculum.

Sexual orientation

Summary information:

The school does not treat people differently based on sexual orientation.

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgendered (LGBT). To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Teaching pupils about the different types of families through PSCHE.

Foster good relations and community cohesion by:

Involving Year 5 pupils in the Diversity Role Models Project which challenges gender stereotypes.

What has been the impact of our activities? What do we plan to do next?

Homophobic language has almost been eliminated; children are respectful of difference and can articulate this within contexts of LGBT issues.
Continue to integrate themes into assemblies.
Parent workshops.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

<p>Annual parent survey. Annual staff survey. Annual pupil survey. Friends group (PTA) with suggestion box. Regular parent events eg: maths workshops, curriculum weeks, school fair, international week etc. Parents' evening – termly. Regular class and whole school newsletters. School website. Class parent noticeboards, including community advice and support. Daily communication board for parents</p>
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Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Sept 2015	All staff	All staff audited. CPD and team building activities to be built in the school year	HT addressed these points at a briefing meeting. CPD summary sheet created to ensure consistency of training opportunities.
May 2016	Staff Pupil parent questionnaire		

Part 5: Record of how we have considered equality issues when making decisions

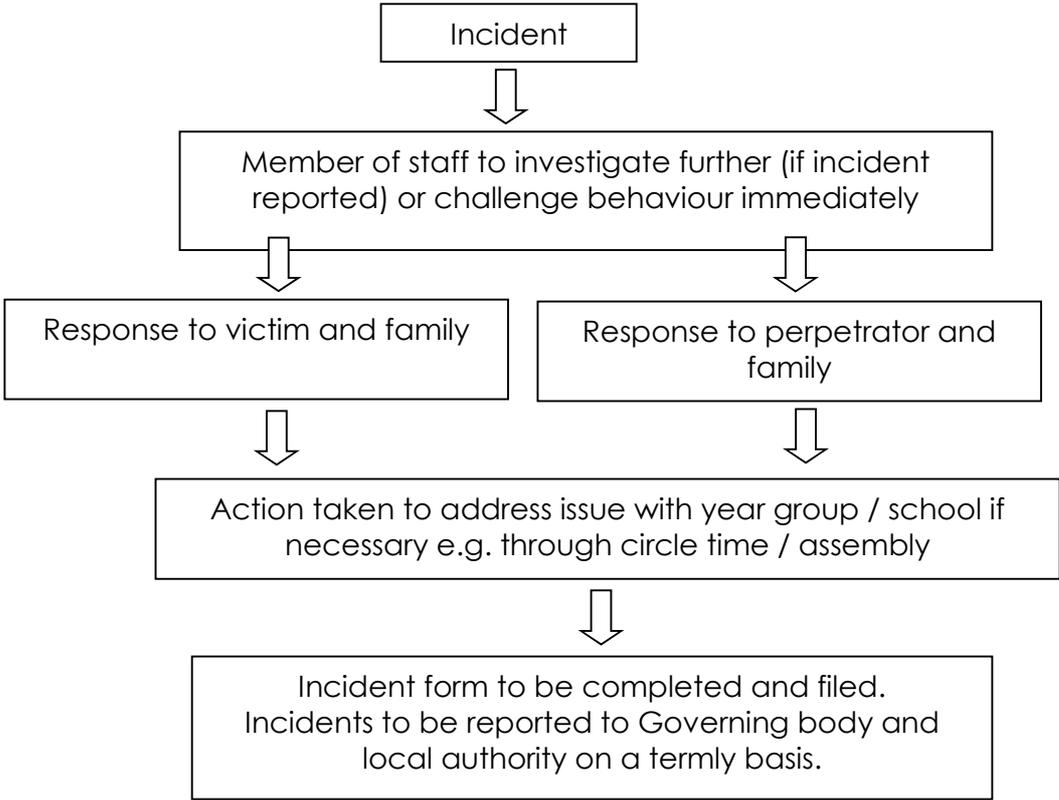
The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
	RE policy IPC policy		
	Prevent statement		
	Values policy		
	Whistle blowing Emergency procedures Freedom of information Safer recruitment	Accessibility to all policies.	Policies on website and in school foyer. Staff and governors attended safer recruitment training.
	Sex and relationships Food policy Inclusion policy (SEN, G&T, EAL/EMA) Equality scheme overview (includes gender, disability, equal opps, race equality and community cohesion)	Discussed the sensitive nature of drugs, SRE policies. Quality of packed lunches in light of different home circumstances. Reviewed inclusion policy to ensure new statemented children had provision needed to access school.	

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.

A procedure for responding and reporting is outlined below:



Our Federated Governing Body has agreed the objectives. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality objectives annually and review the entire plan and accompanying action plan on a four-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 objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will.

- Publish our information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available

Action Plan

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy

Equality Strand (Place a X to identify which statutory duty/equality legislation the planned action is meeting) R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion							Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
R	D	G	SO	A	R/B	CC					
X	X	X	X	X	X	X	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher All staff	ASAP	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
X	X	X	X	X	X	X	Continue to develop relationships between children in school and respect for school environment by continuing work in PSHE and RJ check ins	Less pupils in on RJ contracts. Lesson obs: observed 100% good relationships Rating scale- summer term 1 and summer term 2 show increase in ratings on Qu: Are pupils showing improved relationship In the playground.	All staff	Sept 2015	Rating scale improves
X	X	X	X	X	X	X	Restructure KS2 playtimes to ensure all children feel safe and happy.	Increase in pupil responses from the Qu: Do you feel safe and happy in our school ?	Phase leaders; All staff Home Liaison Officer	Summer Term 2	Pupil questionnaire through school council
X	X	X	X	X	X	X	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 PSCHE	Headteacher / Deputy Headteacher and Values + PSCHE leader All staff	Half termly during display week.	More diversity reflected in school displays across all year groups

X	X	X	X	X	X	X	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 / Governors Inclusion leader	Annually in Summer 2016	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
X	X	X	X	X	X	X	Encourage Copenhagen ethos – all children to feel proud of being part of the school. Continue with excellent IPC exit points Invite parents to festival assemblies. Use new website/ gallery to publish children's work. Use new website for share musical talents eg steel pan, djembe, recorders etc Whole school events – eg: Save the children, Red nose day	Pupil self evaluation through – school council	Headteacher All staff (School council)	Spring term 2016	Establish profile of job applicants to identify if any positive action is required to attract under-represented groups
Equality strand gender							Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
R	D	G	SO	A	R/B	CC					
		X					Challenge and discuss appropriate language and behaviour related to gender/ stereotypes	Restorative chats and conferences. (records show less incidents) Phase leaders PSCHE Leader Home Liaison Officer RJ leader	Phase leaders PSCHE Leader RJ leader Home Liaison Officer	Immediate	None recorded incidents in the first term.
		X					Ensure children feel they have the chance to be listened to sensitively – listening box to be put in each classroom and class check ins	Pupils survey: I feel I am listened to? Home Liaison Officer	Home School Liaison Officer All staff	Termly	Listening boxes in classrooms – chn start writing responses.
		X					More learner centred differentiation in lesson planning and classroom practice. Monitoring of planning and class observations to	Once termly – learning walk – all previous recommendations are addressed – 100% improvements	Phase leaders All staff	Termly	Planning audits indicate any changes in provision.

							act on any trends or patterns in the data that requires additional support for pupils	a table to identify an upward trend.				
X					X		Monitor and analyse children's take up of activities by ethnicity at school clubs	Monitoring of the club uptake shows a balance in genders or reflects the needs of the specific groups.	Extended Services Leader	Report to Governors	Checks that all groups including the small minority groups are joining clubs.	
X					X		Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Data for all groups- progress report shows an upward trend.	SENCO	Report to Governors	Checks that all groups including a range of boy and girl friendly clubs.	
X					X		Monitor and analyse staff profile by ethnicity and act on any trends or patterns	A ethnicity mix is represented in the staff	Headteacher	Recruitment times	Staffing profile indicates a mix and no dominate ethnic gp.	
X					X		Improve learning environment with classroom multicultural displays and focus on different languages spoken in school.	At least 10% of all displays represent the multi-cultural events	All staff EAL HLTA	Report to Governors	Displays have different languages on them – Spring 1	
X					X		Improve provision and organisation of dual language books in school.	100% of all classes have some books representing the groups in the class	All staff EAL HLTA	Summer 2016 Weekly	Staff have available talking pens and dual language.	
Disability and Ability							Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators	
R	D	G	SO	A	R/B	CC						
	X						Give school questionnaire to all parents/ carers on arrival in school in order to collect information about pupils' disability or ill health.	Feedback from parents is addressed	Headteacher All staff	Autumn term 2015	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	
	X						Ensure children feel they have the chance to be	Pupils survey: I feel I am listened to?	Home Liaison Officer RJ Leader	Autumn 1 2015	Listening boxes in classrooms – chn start	

						listened to sensitively – listening box to be put in each classroom	Home Liaison Officer RJ leader	All staff		writing responses.
	X					Make reasonable adjustments for children with a disability or health needs. Check family and class teacher happy with arrangements.	Risk assessments – appropriate changes are made	Headteacher	Summer 2 2016	No incidents in behaviour books
	X					Challenge and discuss inappropriate language and behaviour related to disability	Pupils survey: I feel I am inappropriate behaviour is challenged in my school? Home Liaison Officer RJ leader	Home Liaison Officer RJ Leader All staff	Spring1 2016	90-100% response that is positive.
	X					Monitor and analyse children's attainment and progress by disability/ability and act on any trends or patterns in the data that requires additional support for pupils	Data for all disability /ability progress report shows an upward trend.	Inclusion leader	Report to Spring 2 2016	Checks that all groups including a range of boy and girl friendly clubs.
	X					Monitor and analyse children's take up of activities by disability at school clubs. Act on any trends or patterns in the data to ensure that children are given equal opportunities to join clubs	All pupils have opps for clubs.	Extended Services Leader	Half termly report to Headteacher	Annual reports show upward trend for all groups
	X					To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate discrimination and harassment. Any negative comments to be logged.	Data for all groups- progress report shows an upward trend.	Assessment Leader All staff	Report to Governors monthly	Behaviour incidents are reduced.
	X					Monitor and analyse staff profile with regards to disability and act on any trends or patterns	Staff and volunteers reflect the local community.	Headteacher All staff	Report to Governors termly	Ensure that all staff needs are identified in PM.

Ethnicity							Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
R	D	G	SO	A	R/B	CC					
							Challenge, monitor, log and analyse racist incidents occurring within school. Termly report to IEB.	To ensure that there is a baseline using current data. Continue to measure any changes.	Headteacher	Termly Governors meeting	Track IEB reports
X							Better differentiation in lesson planning and classroom practice. Monitoring of planning and class observations to include a focus on equality.	learning walk – all previous recommendations are addressed – 100% improvements	Phase leaders All staff	Half termly	Planning audits indicate any changes in provision.
X							Monitor and analyse children's attainment and progress by FSM and act on any trends or patterns in the data that requires additional support for pupils	Monitoring of the club uptake shows a balance in FSM on-FSM reflects the needs of the specific groups.	Report to Governors – assessment leader	Half termly	Attainment is on an upward trend.
X							Monitor and analyse children's take up of activities by FSM and clubs. Act on any trends or patterns in the data to ensure that children are given equal opportunities to join the clubs.	All pupils have opps for clubs.	Extended Services Leader	Half termly	Annual reports show upward trend for all groups
X							Monitor and analyse children's behaviour by FSM and act on any trends or patterns in the data that requires additional support for pupils	Data for all groups- progress report shows an upward trend.	Assessment Leader All staff	Weekly	Behaviour incidents are reduced.

Appendix A

Examples of further actions you may want to include in your action plan to meet the general duties

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school 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 school's 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 school 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 school will:

- Promote positive images which reflect the diversity of the school and community 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 school 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 community to take part in activities and receive services which build positive interaction and achievement for all groups;
- 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 school 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 school 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 in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Appendix A Roles and Responsibilities

IEB:

A named governor will take the lead; the IEB as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation
- Monitoring progress towards the equality objectives and reporting annually.
- **The Headteacher will:**
 - Implement the school's stated equality objectives
 - Ensure the equality objectives and access plans are written, and that they are readily available to IEB, staff, pupils and parents
 - Ensure all staff know their responsibilities and receive training and support in carrying these out
 - Take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
 - Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the school.

All staff within the school will:

Advance equality in their work · Foster good relations between groups and deal with prejudice-related incidents ·

- Be able to recognise and tackle bias and stereotyping ·
- Take up training and learning opportunities.
(Visitors and contractors are also responsible for following relevant school policies)

Appendix B

Protected characteristics: definitions

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds).

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Further guidance www.gires.org.uk/mglossary.php

Marriage and civil partnership

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristics of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship), ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way your life it to be included in the definition.

Sex: A man or a woman.

Sexual orientation whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

1. Equality objective 1: Reduce achievement gaps between disadvantaged pupils and others, and between boys and girls.

Progress we are making on this objective:

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Equality objective 2: Improve pupils' understanding and attitudes towards people with a different ethnicity, gender, gender identity, faith, marital status, sexual orientation, age and those with disabilities.

Progress we are making on this objective:

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Equality objective 3: Reduce gaps in parental engagement with school, between parents from different communities

Progress we are making on this objective:

