



## Shanklea Primary School Single Equality Action Plan

### Policy Control Details

Date policy approved:	September 2018		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
Review required by:	September 2020		
Responsibility for review:	Performance Improvement Committee		

Shanklea Primary School Single Equality Action Plan

Objective	Action/Task	Resources	Timescale
For all staff/governors to receive Equality training and consult regarding identification of vulnerable groups	Equality training attended by all.	Staff meeting time GB training time	Autumn 1 2018
Establish a working party (to include stakeholders with disability within the school community) to develop consultation, evaluation and drawing up of a three year equality action plan	A working party established and meetings undertaken.	SLT/ governance time	Autumn 1 2018
Establish link governor to monitor implementation of the action plan	Annual Governor focus visit which reports to full governing body meeting		
For School Council members to be involved in the consultation, evaluation and drawing up action plans' process.	School Council meetings to include issues relating to Disability. School Council members to contribute to the Healthy School Enhanced Award Action Plan Sports Council members to consult regarding inclusion matters and access to all groups of the school community	Business Manager Deputy Head teacher EYFS Manager PSCHE Co-ordinator Sports Premium Co-ordinator	Autumn 1 2018
Ensure Ofsted compliance regarding British values, personal and social and welfare outcomes	Review revised Ofsted framework	Head Teacher Governors review Staff meeting time	Autumn 1 2018
As policies are reviewed to ensure impact assessment is carried out and to ensure discrimination, harassment and victimisation based on all Protected Characteristics are eliminated	Follow rolling programme	SLT/Gov Body time	Working Party for revised policy approval Autumn 2 2018
Increase access to the curriculum	Discuss curriculum approaches and provision with stake holders – parents, community members.	All Stakeholders	Autumn 2 2018
Increase access to the physical environment.	Improved enabling learning environment for withdrawal/support of specific groups Installation of accessibility ramps and toilet Installation of acoustic systems to meet the additional	Resource Management Committee Premises Committee	Annual capital programming to re-furbish and improve school site and

	<p>needs of hearing impaired pupils</p> <p>Acquisition of modified equipment for visually impaired pupils</p> <p>Review medical needs of pupils and the impact upon the school environment and health and safety issues arising</p> <p>Purchase of appropriate height computer/library furniture to ensure accessibility and inclusion.</p> <p>Lettings arrangement with Northumberland County Council and Cramlington Masonic Hall to expand parking capacity and safe access to all groups of the school community and wider neighbourhood.</p>		<p>grounds</p> <p>September 2018</p>
Increase access to written materials by:	<p>Appropriate website and newsletters. Large print, simplified language, picture/symbols etc. as required. Parents have been notified in newsletter and school website of the options.</p>		<p>Weekly updates to school website to make it Ofsted compliant – 2018/2019</p>
Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	<p>Report to parents in newsletter annually following parent survey/ questionnaire and monitoring and evaluation.</p>		<p>Annual newsletter and Governing Body response with feedback.</p>

### Community Cohesion

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Community Cohesion	Report to Governing Body on 2017 Community Cohesion activities/British values agenda Renewal of the International award Re-accreditation of the national Anti-Bullying Award Training for Anti-Bullying Ambassadors Arts mark Gold Sports mark Gold Healthy School Enhanced Award	Governing Body minutes	Staff link governor/ International Co-ordinator/ Anti-Bullying Co-ordinator /  Head teacher reports to Governing Body regarding attendance of specific groups of young people on termly basis	2018-2019
Community Cohesion	Update relevant statutory policies – Senior Leadership and governor committees review against Ofsted updates	Pass to Governing Body Autumn 1	International Dimension Co-ordinator and governor	Completed by December 2018
Community Cohesion	Full review of PSCE themes and skills progression – specific year group studies which may include: acts of worship, behaviour, bullying, disability, health, personal and moral development, race relationships, religion and beliefs, sex, sexual orientation, marriage and civil partnerships and values.	Purchase of PSCE scheme of work for specialist primary school teachers – £850 Governing Body focus visit		
Community Cohesion	Full review of Collective Worship themes	Report to Governing Body	Designated member of staff Governing Body	2018-2019
Community cohesion	Full review of R.E. syllabus	Report to Governing Body	Designated member of staff Governing Body	2018-2019
Community Cohesion	Visit a variety of different religious establishments and celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg; Church, Diwali, Hinduism, Mosque, Synagogue Host a Harvest Service and Community Carol Service at St Nicholas's Church, Cramlington Village	Newsletters  HT report to Governing Body  Specific training January 2018 regarding the cultural and spiritual dimension of the local, national and global communities.	All staff	Academic Year 2018/2019

Following the Community Cohesion Report to the Governing Body the following areas have been prioritised

- To establish regular enrichment days and weeks with multi-cultural and religious festival themes through the pastoral care structure
- To educate the pupils and the wider school community regarding e-safety and cyber-bullying and its impact
- To measure the impact of British values upon the EYFS and Primary School curriculum
- To re-iterate the values of Shanklea Primary School through a Shanklea mascot.

#### Gender

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Gender	Implementation of the CPOMS safeguarding system by all staff – (£950)	Specific categories monitored re: performance, skills and aptitudes and community communication	All staff	September 2018-July 2019
Gender	Monitor and analyse the attendance of specific groups	Reporting impact upon unauthorised absence and persistent absence  PLASC Census return	All staff and the Attendance Officer	Termly in October, January and May
Gender	Implementation of the 'Live Kitchen' cashless pay system for all children - £5,000	Nutritional standard analysis, school meals reports, allergen control	All staff, families and Catering Services	Termly in October, January and May
Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body – Performance Improvement Committee.	Annually in January and July
Gender	Monitor and analyse children's take up of extra curricular activities by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body Performance Improvement Committee.	Termly in December, April and July
Gender	Monitor and analyse children's behaviour by	Report to Governing Body	Designated member of staff	Annually in July 2018

	gender and act on any trends or patterns in the data that requires additional support for pupils.		Governing Body	
Gender	Monitor and analyse staff profile/ sickness absence and act on any trends or patterns	Report to Governing	Designated member of staff Governing Body	Annually – Autumn 1

Following the Gender Report to the Governing Body the following areas have been prioritised:

- Complete a Reading questionnaire which identifies children's preferences based upon gender
- Complete a Homework questionnaire which identifies children's preferences based upon gender
- Attract more males to work/volunteer in school e.g governors, granddads for reading , school trips, trainee teachers, teachers and teaching assistants
- To provide children with positive male role models through enhancement opportunities, e.g Urban Artists, Bikers' Breakfast, Older boys mentoring through the 'Reading Champions' scheme, Digital Leaders scheme, Sports Leadership and Y6 librarians.
- Attract more boys to register for extra-curricular clubs - the Arts, Music and Sports Clubs – e.g Blog Club, Bike Skills Club, Choir, Handball, Rugby, Study Club
- Review the range of strategies used to manage PP boys behaviour
- Whole school appraisal objective to engage boys more actively in e-learning so narrowing the gap
- To encourage the girls to consider non-stereotyped career options – e.g. Aspirational Careers Day and entrepreneurial technology project – 'Virgin Money Grow 5', Lego Masters
- To expand the provision for Gifted and Talented pupils in the curriculum – the Arts, Music and Sports Clubs and focussed specialist teaching opportunities.
- Continuation and improvement of the Breakfast Club and Out of School Club to impact upon attendance and punctuality
- Expansion of EYFS child care – 2year olds eligibility and 30 hours provision; Toddler Group.

#### Looked after Children

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Looked after Children	Monitor and analyse LAC attainment and progress and act on any trends or patterns in the data that requires additional support for pupils  Establish link governor to monitor progress	Report to Governing Body Spring 1 Review and monitoring by Local Authorities and LAC Virtual School	Designated member of staff Governing Body – Inclusion monitoring visit Head Teacher/ LAC Link governor	Annually in January and July
Looked after children	Monitor and analyse LAC take up of activities and act on any trends or patterns in the data	Report to Governing Body Spring 1	Designated member of staff Governing Body	Termly in December, April and July

	that requires additional support for pupils			
Looked after children	Monitor and analyse LAC behaviour and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 1	Designated member of staff Governing Body	Annually in July
Looked after children	Monitor and analyse LACs attendance and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 1	Report to Governing Body Spring 1	Annually in July
Looked after children	Measure impact of LAC initiatives and involvement in extra-curricular activities	Report to Governing Body Spring 1	Report to Governing Body Spring 1	Annually in July

Following the Looked After Children Report to the Governing Body the following areas have been prioritised:

- Working with other agencies to complete EPEP rather than receiving paper versions - electronic action plan which shows progress towards targets
- Implementing school based nurture programme to foster friendship support network and confidence building for LAC children – therapeutic programmes available – THRIVE objectives to be developed.

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Special Educational Needs	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENCO Governing Body	Annually in January and July
Special Educational Needs	Monitor and analyse children's attendance by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENCO Governing Body	Annually in January and July

Special Educational Needs	Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENCO Governing Body	Annually in July
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The following areas have been prioritised:

- Further support required in EYFS and KS1 to ensure early intervention and support for writing/reading for SEN children and boys
- Further support required for SEND children in KS2 to ensure the attainment gap is narrowed between SEN children and non SEN children
- Measure the impact of Pupil Premium Funding and those children who are registered in the category of Free School Meals and FSM.
- Phonics and Calculation Parent group led by SENCOs and Shanklea teachers will support parents whose children need additional support Speech and Language, early Literacy and Numeracy skills.
- Interventions and linked lunchtime supervisors/ teaching assistants to target priority children to receive nurture, social stories and self-esteem input.
- Paediatric First Aid, Manual Handling and Physical Restraint training is scheduled and available to identified personnel.
- Deaf and Hearing Impaired Sensory training is scheduled.
- Diabetes and Epi-pen training is scheduled for staff, fulfilling the statutory guidance around those with medical needs.



### Disability

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Disability	Through a questionnaire, ascertain which members of our school community may be included in the 2010 Equality Act definition of disability	Disability register to be drawn up	Head teacher	January 2018
Disability	Through a questionnaire collect views of reasonable adjustments required for pupils with a disability, their parent and other stake holders.	Report to Governing Body Summer 1	Head teacher	January 2018
Disability	Monitor and analyse children's attainment and progress by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 1 and Summer 2	Designated member of staff Governing Body	Bi-annually in January and July 2018
Disability	Monitor and analyse children's take up of activities by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Termly December , April and July
Disability	To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate discrimination and harassment.	Report to Governing Body	All staff through the national curriculum, PHSCE and P.E lessons, assemblies	Equal opportunities promoted in daily lessons
Disability	Monitor and analyse staff profile with regards to disability and act on any trends or patterns	Report to Governing Body	Designated member of staff Governing Body	Annually – Autumn
Disability	Design a Personal Emergency Egress Plan (PEEP) to ensure disabled staff are able to evacuate the building safely in case of an emergency	Report to Governing Body re: fire drills and impact upon evacuation time/procedures	Business Manager	Completed by Autumn 2017 and reviewed termly
Disability	Evaluating the impact of reasonable adjustments on children with a disability and report annually to governors	Have discussed with child/teacher/parents the impact of any reasonable adjustment on children with disability, report to Gov Body termly  Link Inclusion Governor	Head teacher and Business Manager	Annual report to governors.

Following the Disability Report to the Governing Body the following areas have been prioritised:

- To engage the Local Authority and Highways re: an increase in parking capacity within the wider community to ensure safety for disabled groups and other stakeholders : Working in partnership with the Local Authority and Councillors in the use of the Masonic Hall for disabled/SEND access.
- Modernisation of the EYFS unit to improve access between rooms and delivery of interventions/ 30 hours childcare provision.
- Training of RSAs 'Outstanding Teaching and Learning' as well as nurture.
- Makaton training level 1 for key workers in EYFS/KS1.
- Implementation of visual prompts for those children with specific disability - Makaton symbols included on signage
- Diabetes and Epi-pen training for all relevant staff.



## Race

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Race	Monitor and analyse racist incidents occurring within school/Pre-school	Report to Governing Body	Head teacher and Chair of Governors	Report to Local Authority December 31 <sup>st</sup> 2017
Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils Funded a Service Level Agreement which enables second language learners to receive specific bi-lingual learning programme.	Report to Governing Body	Designated member of staff Governing Body	Annually in January and July  Autumn 1 2013
Race	Monitor and analyse children's take up of activities by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Termly in December, April and July
Race	Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Annually in July
Race	Monitor and analyse staff profile by ethnicity and act on any trends or patterns	Report to Governing Body	Designated member of staff Governing Body – Inclusion link governor and Performance Improvement Committee	Annually in July

The following areas have been prioritised:

- To maximise the use of the Library Service so that multi-cultural and bi-lingual texts and resources are accessed for ethnicity purposes.
- In EYFS expand the provision for cultural themed toys
- An International Week is to be held with global artists, community religious leaders contributing to the educational activities – February 2018.
- Promote British Values across the Primary School curriculum
- Appoint MFL Specialist teacher to promote fluency, pace and challenge in languages/diversity across the primary school.
- Re-acquisition of the International Award to celebrate international dimension.