Shanklea Primary School Single Equality Action Plan

Policy Control Details			
Date policy approved:	September 2016		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
Review required by:	September 2018		
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 2016
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 Establish link governor to monitor implementation of the action plan	A working party established and meetings undertaken. Annual Governor focus visit which reports to full governing body meeting	SLT/ governance time	Spring 1 2016
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	Deputy Head teacher EYFS Manager PSCHE Co-ordinator	Autumn 1 2016
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 2016
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 policy approval Autumn 2 2015
Increase access to the curriculum	Discuss curriculum approaches and provision with stake holders – parents, community members.	All Stakeholders	Autumn 2 2015
Increase access to the physical environment.	Improved environment for withdrawal/support groups Installation of accessiblility ramps and toilet Installation of acoustic systems to meet the additional needs of hearing impaired pupils Acquisition of modified equipment for visually impaired pupils Review medical needs of pupils and the impact upon the school environment and health and safety issues	Resource Management Committee Premises Committee	Annual capital programming to re-furbish and improve school site and grounds September 2016

	arising Purchase of appropriate height computer/library furniture to ensure accessibility and inclusion.		
Increase access to written materials by:	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.		Weekly updates to school website to make it Ofsted compliant – 2016/2017
Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Report to parents in newsletter annually following parent survey/ questionnaire and monitoring and evaluation.		Annual newsletter with feedback.

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 2016 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 Sportsmark Gold Healthy School Enhanced Award	Governing Body minutes	Staff governor/ International Co-ordinator/ Anti-Bullying Co-ordinator	2015-2016
Community Cohesion	Update relevant statutory policies	Pass to Governing Body Autumn 1	International Dimension Co-ordinator and governor	Completed by December 2016
Community Cohesion	Full review of Collective Worship themes	Report to Governing Body	Designated member of staff Governing Body	2016-2017
Community cohesion	Full review of R.E. syllabus	Report to Governing Body	Designated member of staff Governing Body	2016-2017
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, Hinduiasm, Mosque , Synagogue Host a Harvest Service and Community Carol Service at St Nicholas's Church, Cramlington Village	Newsletters HT report to Governing Body	All staff	Academic Year 2016/2017

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 festivalthemes through the pastoral castle structure
- To educate the pupils and the wider school community regarding cyber-bullying and its impact
- To measure the impact of British values upon the EYFS and Primary School curriculum

Gender

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
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 December2015 , April 2016 and July 2016
Gender	Monitor and analyse children's behaviour 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	Annually in July 2016
Gender	Monitor and analyse staff profile 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
- 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, Sports Leaderships 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
- Review the range of strategies used to manage PP boys behaviour
- Whole school appraisal objective to engage boys more actively in 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'
- 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

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's 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's take up of activities 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	Termly in December, April and July
Looked after children	Monitor and analyse LAC's 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 LAC's 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.

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

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 Parent group led by SENCOs and Shanklea teachers will support parents whose children need additional support Speech and Language, early Literacy and Numeracy skills.
- Two further members of staff are working towards National SENCO accreditation, funded by Shanklea Primary School at a cost of £3000.
- An inclusion mentor has been appointed and has targeted priority children to receive nurture, social stories and self-esteem work.
- Deaf and Hearing Impaired Sensory training is scheduled.
- Diabetes 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 2017
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 2017
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 2017
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 2016 , April and July 2017
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 2016
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	Business Manager	Completed by Spring 2 2017
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 Summer 1	DHT	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: a path leading from the Accessibility Ramp to ensure safety for disabled groups and other stakeholders. Working in partnership with the Local Authority and councillors.
- Modernisation of the EYFS unit to improve access between rooms and delivery of intervention.
- Training of RSA 'Outstanding Teaching and Learning Course'
- Makaton training level 1 for key workers in EYFS/KS1.
- Diabetes training for all relevant staff.
- Extension of the staff car park for disabled/SEND stakeholders £36000



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 2013
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 – October 2015.
- 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.