

Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ			
Name of Policy	Equalities Action Plan		
Last Reviewed	April 2015	Reviewed by	HT
Approved by	P&S	Owned by	P&S
Next review	May 17 and renewed April 18		

Aims of the Action Plan:

- To increase the extent to which all children can participate in the school curriculum;
- To improve the physical environment of the school in order to increase the extent to which disabled children can take advantage of education and associated services;
- To improve the delivery to children with protected characteristics of written information. This should be done within a reasonable period of time and in formats which take account of views expressed by children or parents about their preferred means of communication.
- To address any specific needs with regard to the protected characteristics.
- When being reviewed, policies will be checked to ensure equality.
- Make sure that all families are part of the school community.
- Make sure the curriculum celebrates diversity, different cultures, races and faiths, and all protected characteristics.
- Give children opportunities to meet adults and children of different races, cultures and faiths (including soldiers from Buckley Barracks)
- Link with schools that are different in the UK, Europe and globally
- Ensure an ethos and attitude in the school which celebrates diversity
- Ensure no child or family are prevented from joining in a school activity because of social or economic factors
- Include outlying villages in our school community
- Provide training so that all members of the school community know how to deal with behaviour that shows disrespect to any of the protected characteristics
- Regular monitoring the achievement and welfare of all protected characteristics children

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 and staff meetings.	Question about parent awareness of Equality Scheme survey?	Governing body/Headteacher	March 2013 Equalities Plan and Statement on school website. Parents notified through School News app when doc edited.	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	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 – Raise Online	Headteacher / Governing body	Annually in October Forming part of P and S reporting commentary.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models that young people positively identify within terms of race, gender and disability.		Headteacher/ teachers	Ongoing Through class discussions and school parliament sessions.	Discussions with children indicate they have an equal respect for all individuals both inside and outside the school community

<p>Sexual Orientation and Gender Identity</p>	<p>Create a school that is supportive, inclusive and welcoming for LGBT+ pupils as well as families with LGBT+ parents/carers.</p>	<p>Curriculum audit, learning walk, Pupil and stakeholder voice.</p>	<p>Headteacher/ teachers</p>	<p>Ongoing</p>	<p>All children thrive and achieve to the best of their ability and that gender stereotypes are minimised e.g. in the case of activities, toys, musical instruments or subjects that may be considered more girl or boy appropriate</p> <p>All our children can be who they are without the introduction of unnecessary gender constraints or limitations Educate children about negative language that may isolate and demean particular vulnerable pupils e.g. transphobic language.</p> <p>Work with children on an individual basis as required, to provide relevant support, and to</p>
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					make appropriate adaptations to meet their needs
All	Audit school policies on a regular basis to ensure that there are no discriminatory policies, phrases, procedures or practices.	All school policies reviewed each year are audited and made free of discrimination in terms of phrases, procedures and practices.	Headteacher/ Governors	Ongoing On-going cycle as part of Governor Monitor and Evaluating	Written information and school policies are free of disability discrimination in terms of policies, phrases, procedures and practices.
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, class assemblies, fund raising etc.	Representation monitored by race, gender, disability through an annual audit	Member of staff leading on school council/ teachers	Ongoing Through class discussions and school parliament sessions. Established Sept 15	Fair diversity of children contributing to school life
Mental Health	Address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have	Headteacher and SLT to monitor school curriculum and activities and evaluate impact.	Member of SLT with specific Equalities responsibilities.	Ongoing ELSA trained TA, HT and Equalities Governor attend updates from LA	Children are well supported through wide range of mechanisms within school life e.g. Quick Fitness, ELSA support, PanthA, Time To

	a greater impact in adult life.				Talk, Peer Massage.
Religion/Faith	Increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding.	Headteacher and SLT to monitor school curriculum and activities and evaluate impact.	Member of SLT with specific Equalities responsibilities.	X3 yearly – to include Pupil conferencing, learning walk – environment and ‘book look’, curriculum review Reporting July to governors	Curriculum and learning opportunities continue to support greater awareness and understanding. Updated SACRE to be rolled out September 18- ST to attend Network sessions for to lead implementation.
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.	The Headteacher / Governing body will use data collected about racist incidents 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 Incidents are robustly investigated and followed up by HT and Gov Body when appropriate. LA policy followed	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

Disability	As and when needed make written materials available in alternative formats for: a) disabled pupils; b) disabled parents/carers; c) disabled governors	The school will monitor the number of requests it receives for alternative formats of written materials The school will track and monitor the progress made for pupils who require written materials to be made in a different format	Headteacher/ SENCo	Ongoing	Effective delivery of information for disabled people in the school community is provided.
Disability	Ensure all children are able to access the full curriculum within and outside of school through use of reasonable adjustments	All children will be monitored by teaching staff and senior leaders throughout the school year to ensure that they have full access to the curriculum. Modifications will be made to provide for those who struggle with access	All staff led by HT and SENCo through staff meetings and discussions about how to implement changes	Ongoing Replacement flooring in wooded area completed Dec 15. Ramp access to Mississippi Classroom agreed completed Summer Term 16. Class and school signage to be completed September 17.	All children are given access to the full curriculum at Stanton School
Disability	Review the	Discussions with	Headteacher/	Ongoing	Children have a

	curriculum to ensure that understanding of different disabilities is taught	children to ensure that they have a good understanding of the difficulties faced by people with disabilities	SENCo	Evidence – we think byt how do we know?	good understanding of the difficulties faced by people with disabilities
Disability	Regularly review the recent modification of areas of the school grounds to ensure that access is provided for the disabled.	Visual inspections of the school grounds and monitoring of children at play will be carried out routinely to ensure that all children have equal access to the school grounds	SLT/Governor s	Ongoing Through H and S audits, Govs also carry out accessibility review of school ground	All children have equal access to the school grounds
Gender	Ensure that staff recruitment is based on criteria to provide equality of opportunity for both sexes	Staff recruitment processes and outcomes will be monitored by the Headteacher and governing body	Headteacher/ Governors	On going	Staff recruited are the best fit for the posts available
High Quality Pre School Access	Work with local pre-school organisations and explore the opportunity of creating nursery	Visits to local pre-school's by EYFS teacher and attendance at transition cluster transition.	EYFS Teacher	Ongoing	Teachers have good knowledge and have met children during T6 in their current setting prior to starting SSQ

	provision at Stanton St Quintin Primary School	Explore opening in-house EYFS Unit Spring 17	HT, Gobs and school community stakeholders	Timeline from T6 16	<p>Consultation complete.</p> <p>Pre-school expansion model on hold following consultation. To explore alternative models.</p>
All	Continue to explore the concept of flexible working and posts		Headteacher/ Governors	<p>Ongoing</p> <p>As best as possible to meet the needs of the school.</p>	<p>All staff are given the opportunities for more flexible working practices</p>