

Aims and objectives:

- 1) To plan for improvements to ensure that all pupils, staff, parents and visitors can have access to the curriculum, premises and information.
- 2) To insure that no-one is discriminated against.

Definitions:

Where in the document it is stated "people with protected characteristics" the following characteristics are meant: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

People with a disability': A person (P) has a disability if - (a) P has a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.' (Equality Act 2010)

	Activity and Proposed Action	How will the impact of the action be monitored?	Who	When	Success Criteria
1	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff are aware of the school's 'Single Equality Plan'. Staff to continually be involved in the future development of the plan.	Website will be updated regularly. Termly newsletters Designated staff meetings	Headteacher designated member of staff	Throughout each school year - once a term	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan.
2	Monitor and analyse pupil achievement by protected characteristics and disability and act on any trends or patterns in the data that require additional support for pupils. Extra support will be provided for those pupils who are under-achieving in to make progress in the learning and their personal well-being.	Achievement data analysed by protected characteristics and disability Interventions to support agreed at Student Progress Meetings	Headteacher and Deputy headteacher	Each Term end	Analysis of teacher assessments / annual data demonstrates that there is no gap between various groups or that the gap is narrowing for equality groups.

3	<p>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of protected characteristics.</p> <p>This in turn will help pupils to understand and value others and value diversity.</p>	<p>Increase in pupil's participation, confidence and achievement levels - monitor through lesson evaluations, assessments, progress tracking, the pupil council and annual pupil questionnaires</p>	<p>Subject Area Leaders Form teacher</p>	<p>Throughout each academic school year Annual reviews of schemes of work and audit of resources</p>	<p>Notable increase in participation and confidence of targeted groups</p>
4	<p>Ensure when recruiting new members of staff, no discrimination is made against pregnancy (absence for medical visits, sickness, maternity leave)</p>	<p>All absences will be recorded and monitored, and staff will not be penalised for any absences due to such circumstances.</p>	<p>Headteacher Secretary</p>	<p>Throughout each academic school year - once a term</p>	<p>All staff are aware of procedures regarding absences</p>
5	<p>Ensure that displays in classrooms and corridors promote diversity in terms of protected characteristics such as race, gender, religion or belief, LGBT, and ethnicity in order to highlight the diversity of the school and the wider diversity of the community in which they live.</p>	<p>Increase in pupil participation, confidence and positive identity - monitor through PSHE, other subjects (ex. English, Japanese, art, DT), pupil council, pupil questionnaires and parent questionnaires</p>	<p>All teachers</p>	<p>Each Term end</p>	<p>More diversity reflected in school displays across all year groups, particularly to reflect the diversity of the wider community which is much wider than the diversity of the school community.</p>

6	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the pupil council by election or co-option, class assemblies, fund raising, etc.	Pupil council representation monitored by protected characteristics and disability	All teachers	Throughout each academic school year	More diversity in pupil council membership
7	Increase pupil awareness and understanding of different communities	Planning of curriculum enrichment activities Monitor quality of displays throughout the school Participation in lessons (PSHE, art English, etc.)	Curriculum Leader	Throughout each academic school year	Increased awareness of different communities shown in lessons (PSHE, art, English, etc.) and assemblies
8	The school has 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, class assemblies, positions of responsibility and extra-curricular activities.	Monitor extra-curricular and club attendance registers for different groups of pupils and compile data into an annual report to the headteacher and the School Management Committee.	Curriculum Leader Extra-curricular activities leader	Twice an academic school year	Notable increase in participation and confidence of targeted groups
9	Identify parents who have disabilities that could affect their interaction with the school.	Write to parents an explanation to request information.	Parents	When parents apply for school	School aware of and able to meet need of disabled parents in relation to their children's progress in school

10	<p>Make reasonable adjustments by assessing and improving the working environment for any pupils or staff with visual or hearing impairment, or other identified disability</p>	<p>e.g. review signage around the school; incorporate appropriate colour and lighting schemes when refurbishing. Fit acoustic leads in classrooms where needed. Provide pupils with visual impairment or dyslexia with a laptop computer for daily work.</p>	<p>Seek advice from the school surveyors</p>	<p>Autumn term of each academic school year</p>	<p>Disabled Pupils able to work independently in all teaching areas Disabled staff able to fulfill their responsibilities</p>
11	<p>Make reasonable adjustments to the premises accessible to users with slopes and disabled toilets.</p> <p>Make reasonable adjustments for visitors, and allocate staff who help them while at the school premises, including during emergencies.</p> <p>Make reasonable adjustments to classroom allocation may be changed if necessary to accommodate the needs of the disabled.</p>	<p>Check that all users can access the ground floor through the ramp</p> <p>Write a fire evacuation plan where a nominated people are to help evacuate disabled users in an event of fire.</p>	<p>Headteacher, Deputy headteacher, Secretary</p>	<p>Facilities to help the disabled are to be checked of its function</p>	<p>Disabled pupils do not have difficulties in their activities at school</p> <p>Disabled visitors do not have difficulties to achieve their visiting purposes</p>

12	<p>Monitor and analyse SEN attendance and behaviour data by protected characteristics and disability and act on any trends or patterns in the data that require additional support for the pupils. Extra support will be provided for those SEN pupils who are poor attendees or arrive late in school.</p> <p>Monitor records of incidents, including bullying incidents and act on any trends in the data that indicate over-representation of any of the equality groups.</p>	<p>Attendance and behavior data analysed by protected characteristics and disability.</p> <p>Interventions to support agreed at Pupil Progress Meetings</p>	<p>Headteacher The School Management Committee</p>	<p>Each Term end</p>	<p>Analysis of school attendance and behaviour / exclusion data demonstrates that no particular group is over represented.</p>
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