



Single Equality and Cohesion Scheme (incorporating Accessibility Plan)

2017 - 2020

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Policy reviewed and approved by: Governing Body

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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff appointment and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training, activities and services our school provides?
- How has our Single Equality and Cohesion Scheme been shaped by the views, input and involvement of staff, parents, carers, pupils and those who use school services?
- Is pupil achievement monitored and analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender and challenge stereotypes? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Are all pupils encouraged to participate in all areas of school life? Are pupils who make a positive contribution reflective of our school's diversity e.g. through class assemblies/school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender and is this information used to make a difference?
- Are racist incidents reported to the Governing Body and Local Authority on a termly basis?
- Are visual displays and resources reflective of the diversity of our school community?
- Does our school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is our school environment as accessible as possible to pupils, staff and visitors? Are open evenings and other events which parents, carers and the community attend held in an accessible part of our school and are issues such as language barriers considered?
- Are all parents/carers encouraged to participate in their child's education e.g. attending parents' evenings, taking up parent/family learning courses?
- Are the accessibility needs of parents, carers, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors accessible to all candidates and voters?
- Do staff receive regular training and information relating to our Single Equality and Cohesion Scheme?
- Are all stakeholders made aware of our Single Equality and Cohesion Scheme?
- Is our Governing Body representative of the pupils, staff, parents, carers and the local community it serves?

King's Oak Primary School

Single Equality and Cohesion Scheme

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1. Mission Statement

King's Oak is a school at the heart of its community where the sense of wonder in each child is awakened, where each is valued as an individual and where gifts and talents are discovered and achievements are celebrated.

We are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and those using our facilities or receiving services from our school, irrespective of race, gender and sexual identity, disability, faith/religion, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and able to participate fully in school life. We encourage positive attitudes and interactions, mutual respect and a shared sense of belonging. We will tackle discrimination through the positive promotion of equality, creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn in, teach in and visit our school.

2. Introduction

Our Single Equality and Cohesion Scheme (incorporating our Accessibility Plan) ensures that our school complies with equalities legislation. Legislation identifies nine protected characteristics: Race; Gender; Gender reassignment; Disability; Religion/belief; Sexual orientation; Pregnancy and maternity; Age; Marriage and Civil Partnership. The duty to promote community cohesion identifies seven aspects of diversity: Ethnicity; Disability; Gender; Age; Sexual identity; Faith/belief/spirituality; Socio-economic factors.

We understand that we can only promote equality and community cohesion effectively through eliminating discrimination and harassment. Through our Single Equality and Cohesion Scheme (incorporating our Accessibility Plan) we seek to ensure that all members of our school community and all other people through their contact with our school are treated equally, even if this requires more favourable treatment.

3. Aims

Through this scheme we aim to:

- Promote equality and eliminate unlawful discrimination for pupils, staff, parents, carers and others using school facilities or receiving services.
- Make it clear that equality and diversity are embedded in all of our school's policies and practice.
- Promote community cohesion.

By community cohesion, we mean working towards a society in which:

- There is a common vision and sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances is appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist and continue to be developed in the workplace, in our school and in the wider community.

We are committed to promoting community cohesion across:

- Our school community - the pupils it serves, their families and school staff.
- The geographical community within which our school is located - the people who live or work in that area and other schools in our development cluster.
- The UK community - all schools are by definition part of this community.
- The global community - formed by EU and international links.

We want all of our pupils to:

- Experience a broad and balanced curriculum.
- Develop lively enquiring minds and a love of learning.
- Be independent learners.
- Develop skills for participation and challenge assumptions.
- Have high self esteem.
- Be self-disciplined and courteous.
- Be successful and have their achievements celebrated.

- Feel safe.
- Value and care for others and their environment.
- Develop respect for religious and moral values and tolerance towards ways of life which differ from their own.
- Understand the world in which they live, human rights and the interdependence of individuals, groups and nations.
- Become responsible citizens and positive contributors to the international community.

We want all of our staff to:

- Contribute to high standards of teaching and learning.
- Develop professionally.
- Feel valued and supported.
- Be successful.
- Have job satisfaction.
- Enjoy a healthy work-life balance.

We want all of our parents and carers to:

- Feel welcome in school.
- Work in partnership with teachers and staff.
- Be well informed through two-way communication and ‘transparency’.

We want all of our governors to:

- Work as friends and partners of our school.
- Know our school and staff well.
- Offer constructive advice.
- Promote our school in the wider community.

We want our wider community to:

- Feel welcome in school.
- Develop good relations with our school.
- Broaden our horizons.

4. Implementation

Our Single Equality and Cohesion Scheme (incorporating our Accessibility Plan) will be implemented through three key areas of our practice:

- Teaching, learning and curriculum - to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them and to develop the skills of participation and responsible action.
- Equity and excellence - to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and ethos - to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Teaching, learning and curriculum

We will ensure a high standard of teaching and learning that promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We will maintain a learning environment in which all pupils:

- Feel safe, valued and respected and develop a strong, positive sense of belonging.
- Enjoy the right to full, active participation in school life, knowing that their views and ideas are taken very seriously and where their voice is heard.

We will ensure that all pupils enjoy opportunities to:

- Learn about the Rights of the Child and the responsibilities that these rights imply.
- Develop pride in their own identity and learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world.
- Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives.
- Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for differences.
- Develop skills of critical thinking, including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints.
- Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves.
- Develop skills of mediation and conflict-resolution.
- Develop understanding of community and diversity through first hand cultural experiences that reflect and celebrate the diversity within UK society.
- Develop a positive vision of a diverse, just and equitable society.
- Develop the skills of democratic decision-making.
- Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by these communities.
- Learn about the major world faith traditions as well as non-religious moral world views, including the commonalities across faiths and world views as well as the diversity within individual faith traditions.

Equity and excellence

Our school has a commitment to securing high standards of attainment for all pupils ensuring that pupils are treated with respect and supported to achieve their full potential.

We will ensure that all pupils develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of our school through:

- Ensuring that we have full and accurate knowledge of the backgrounds of our children and their families, using this knowledge to inform our provision.
- Regularly monitoring and evaluating the academic, personal and social development of each child and of all the diverse groups that are represented in our school, taking effective steps where necessary to address underperformance and any differences in outcomes across groups.

- Using assemblies, classroom time and meetings of staff and governors to maintain a high profile of our commitment to equality of opportunity and social inclusion.
- Monitoring incidents of prejudice, bullying and harassment and addressing these.
- Ensuring that all stakeholders are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements.
- Ensuring that all stakeholders have confidence in our arrangements for tackling all forms of bigotry, racial and other prejudice, discrimination, bullying and harassment.
- Regularly monitoring patterns of discipline, including exclusions, by pupil group and taking any action necessary to ensure equity and inclusion.
- Promoting the value of linguistic diversity and celebrating the diverse language skills of our school community, including heritage languages.
- Taking steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class.

Engagement and ethos

Our school is fully committed to promoting cohesion within our local community, the wider UK community and global community.

We will:

- Ensure our core values and vision of inclusion and equality are regularly communicated to the whole school community and the wider local community.
- Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision.
- work together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with our pupils, ensuring that pupil voice is heard and able to effect change.
- Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world, reflecting the diversity of these communities.
- Maintain strong links and multi-agency working between our school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Ensure that our school is aware of changing patterns of migration into and from our local community and takes steps to engage with and support groups that are new to our community.
- Take rigorous steps to ensure that all parents and carers regard our school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school e.g. coffee mornings, curriculum evenings, parent and child courses and family liaison work.
- Ensure provision of extended services, in particular bringing people together from different backgrounds, through parenting and family support e.g. adult and family learning, ICT and English for Speakers of Other languages (ESOL) classes and community use of facilities for activities that take place out of school hours.

The aims of this scheme will be achieved strategically by aligning an Equality and Cohesion action plan with school priorities identified in our School Improvement Plan. Equalities targets and actions are embedded in existing school practice, including procedures for regular monitoring and review.

Our school is committed to being a model employer and this scheme therefore outlines how the duties relating to recruitment and employment practices will be met. We will develop appropriate support and training and make it available for all staff, including governors, to develop their practice in equalities and diversity work.

5. Mainstreaming equality into policy and practice

As well as the specific actions set out in this scheme, our school operates equality of opportunity in its day to day practice in the following ways.

Admissions and Exclusions

Our admission arrangements are fair and transparent and non-discriminatory, taking into account the nine protected characteristics. Exclusions will always be guided by our school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Employer Duties and Equal Opportunities for Staff

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. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. Equality aspects are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free from discrimination. We ensure that, wherever possible, the staffing of our school reflects the diversity of our community.

6. Equality and the Law

There are a number of statutory duties that must be met by every school. The action plan at the end of this scheme outlines the actions we will take to meet the general duties detailed below and incorporates our 'Accessibility Plan'.

6a. Race Equality

The Equality Duty 2010 requires us to have due regard to the need to:

- Eliminate unlawful racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

We will:

- Maintain a race equality policy (included within this scheme).
- Monitor and assess the impact of our policies (reviewed in a cycle), including this scheme, on pupils, staff and parents/carers by ethnicity including, in particular, the achievement and attainment of pupils.

- Take reasonable steps to publish this assessment.
- Record, report and respond to racist incidents. Our school has a procedure in place for recording, reporting and responding to racist incidents and we comply with Local Authority procedures so that information can be analysed.

6b. Disability Equality

This section should be read in conjunction with our school's SEND Policy.

Accessibility Plan

Since the introduction of the Equality Duty 2010, the Governing Body has had key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Our Single Equality and Cohesion Action Plan (incorporating our Accessibility Plan) sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The school has been modified to provide physical access for pupils with mobility difficulties and refurbishment and development take into account our duty under ~~DDA~~ the Equality Duty 2010. The curriculum is differentiated to meet the individual needs of pupils. We welcome pupil irrespective of additional needs and embrace the opportunity to enhance our existing provision. Existing plans are monitored and reviewed regularly, in consultation with pupils, staff and stakeholders.

The Governing Body will ensure that funds are preserved to meet any responsive need in light of new pupils and families on admission to school.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

Definition of disability

Disability has a broad meaning. It is defined as a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial. 'Impairment' covers, for example, long-term medical conditions such as asthma and diabetes, and fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease. A mental impairment includes mental health conditions (such as bipolar disorder or depression), learning difficulties (such as dyslexia) and learning disabilities (such as autism and Down's syndrome). Some people, including those with cancer, multiple sclerosis and HIV/AIDS, are automatically protected as disabled people by the Act. People with severe disfigurement will be protected as

disabled without needing to show that it has a substantial adverse effect on day-to-day activities.

Pupils with learning difficulties are likely to be protected by the duty as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight

We have a general duty to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

We:

- Have involved disabled people in the development of our Single Equality and Cohesion Scheme (incorporating our Accessibility Plan).
- Will monitor the impact of this Scheme, identifying our disability equality goals and actions to meet them.
- Will publish an annual report and review this Scheme every three years.

6c. Gender Equality

The Equality Duty 2010 places a 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 the Equality Duty 2010, we will actively seek to:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act.
- Take active steps to promote equality of opportunity between men and women, boys and girls, when carrying out their functions and activities.

Under our specific duty we:

- Consulted with employees and stakeholders in the development of our gender Equality Scheme.
- Will monitor our Single Equality and Cohesion Scheme (incorporating our Accessibility Plan) identifying our gender equality goals and actions to meet them.
- Will monitor and review progress and review and revise this scheme every three years.
- Will publish an annual report on progress with an action plan.
- Will monitor our pay policy in line with legislation.
- Will conduct and publish gender impact assessments during all major policy developments and publish the criteria for conducting such assessments.

6d. Sexual Orientation, Religion/Belief, Age

The Equality Duty 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of sexual orientation, religion or belief and age. Discrimination is unlawful in relation to education, employment and training, the provision of goods, facilities and services to members of the public. Harassment and victimisation of a person is also unlawful. We will ensure that policies and practice take full account of this legislation.

6e. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the Governing Bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

We are committed to promoting community cohesion as identified in this scheme.

6f. Pregnancy and Maternity

The Equality Act 2010 makes it unlawful to discriminate, or treat employees unfavourably because of their pregnancy, a pregnancy-related illness or because they have given birth recently, are breastfeeding or on maternity leave i.e. is unlawful to reject an applicant for a job, or to deny an existing employee opportunities for training, transfer, promotion or other work-related benefits, because of pregnancy or maternity. In work-related situations, a woman has additional protection during the "protected period", which covers her pregnancy and a period after the birth.

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.

6g. Marriage and Civil Partnership

The Equality Act 2010 makes it unlawful to discriminate, or treat employees unfavourably because they are married or in a civil partnership. Under the Equality Act, marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex.

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.

7. Consultation and involvement

It is a requirement that the development of key areas of this scheme and the actions within it have been informed by the input of staff, pupils, parents, carers and disabled service users. We have achieved this by using the following to shape our scheme:

- Feedback from the annual parent/carer questionnaire, parents' evening, ROA feedback slips.
- Informal meetings.
- Feedback from service users.
- Input from staff surveys or through staff meetings/INSET.
- Feedback from the school council, PSHE lessons, pupil surveys.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- Feedback at Governing Body meetings.
- School improvement planning meetings.

8. Links to existing school policies and practice

The actions in this scheme are based on:

- Our strategic priorities.
- Existing relevant policies.
- Data available to us.
- Consultation and involvement of pupils, staff and stakeholders.

We have a specific duty to ensure that current and future policies and practices do not discriminate against any groups or maintain or lead to inequality. To meet this duty it is essential that Equality Impact Assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published.

We will:

- Identify the aims of the policy or practice.
- Collect evidence on the impact of policies on all groups.
- When new policies are being developed, assess their likely consequences for all groups.
- Alter or amend proposed policies so that they promote equality and eliminate discrimination.
- Resource those changes appropriately.

9. School Priorities

Current school priorities relating to the single equality duty are:

- To provide more opportunities for pupils to learn about the diverse cultures of Great Britain and those represented in our school
- To continue to increase opportunities for multi-cultural links in learning
- To continue to develop a programme of visiting speakers representing a variety of religions and faiths to lead whole school assemblies
- To continue to increase parental engagement in children's learning, especially those considered 'hard to reach' because of their circumstances
- To ensure that celebration events/concerts are accessible by all parents, regardless of protected characteristics.
- Continue to increase boys' interest in reading
- Increase boys' motivation in writing

10. Roles and Responsibilities

The role of the Governing Body:

The Governing Body has set out its commitment to equal opportunities in this scheme and it will continue to do all it can to ensure that our school is fully inclusive to pupils and stakeholders and responsive to their needs based on race, gender and disability.

The Governing Body will:

- Seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability or other factors.
- Take all reasonable steps to ensure that our school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications to join our school, regardless of socio-economic background, race, gender or disability.
- Ensure that no child is discriminated against whilst in our school on account of their race, sex or disability or other factors.

The role of the Headteacher

The Headteacher will:

- Implement the school's Single Equality and Cohesion Scheme, supported by the Governing Body.
- Ensure that all staff are aware of the Single Equality and Cohesion Scheme and that teachers apply guidelines fairly in all situations.
- Ensure that all interview panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.

- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will:

- Ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Single Equality and Cohesion Scheme.
- Strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record incidents, drawing them to the attention of the Headteacher.
- Support the work of other staff and encourage them to intervene in a positive way against any discriminatory incidents.

11. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within our school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping and support diverse needs according to each pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Headteacher as necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, such as socio-economic status, can take many forms. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.

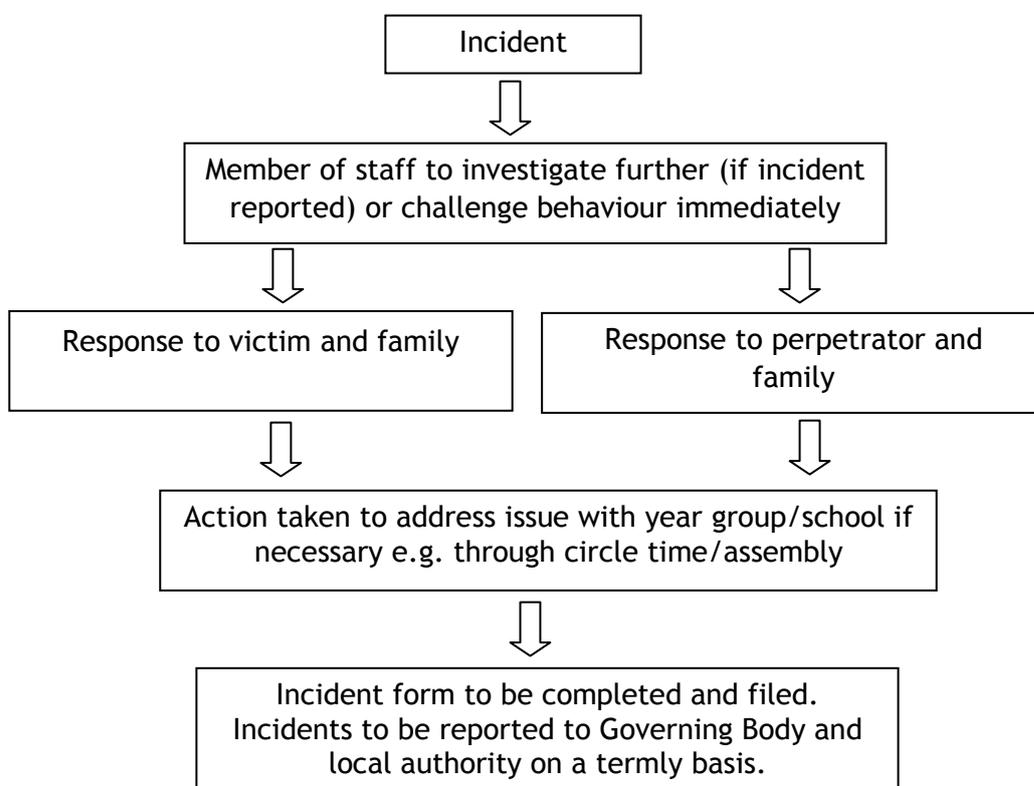
Types of discriminatory incident

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender or socio-economic status.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation or socio-economic status.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.

- Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation or socio-economic status.
- Exclusion from groups and games.
- Unwanted looks or comments.

Responding to and reporting incidents

It is clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, view dealing with incidents as vital to the well-being of the whole school. Our procedure for responding and reporting is outlined below:



12. Monitoring and evaluating

A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plan and the impact on all groups. This will include:

- Pupil attainment and achievement.
- Access to the curriculum and subject areas.
- Exclusions from school.
- Exclusions from areas of the curriculum, including school trips and extra-curricular activities.
- Analysis of behaviour, rewards and consequences.
- Analysis of racist incident report forms.
- Feedback from consultations with parents, carers, pupils, governors and the Local Authority.
- Parent/carer engagement in learning.
- Parent/carer attendance at parents' evenings.
- Staff recruitment, retention and career development.
- Applicants for employment, training and promotion.

- Staff satisfaction.
- Flexible working arrangements.
- Sexual and sexist harassment.
- Grievance and disciplinary procedures.
- Pay Policy and staff structure.
- Extended services.
- Equality Impact Assessments.
- OfSTED reports on our school's educational provision and standards.

Data will be used to inform the next action plan, ensuring that the commitment to equalities and cohesion goes from policy to practice. Progress will be monitored by the Senior Leadership Team and Governing Body alongside the School Improvement Plan.

13. Publishing

A report on progress will be made annually. We will ensure that this scheme (and accompanying documentation) is accessible by publishing it electronically on our website, providing hard copies, raising awareness through our school newsletter, assemblies, staff meetings and other communications and making it available, on request in large print, on CD and in community languages other than English.

In line with legislative requirements, we will review progress against our Single Equality and Cohesion Scheme action plan annually and review the scheme at least every three years. Updating our scheme will take account of changes in the law, Government policy and LA and school priorities.

14. Single Equality and Cohesion 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 Single Equality and Cohesion Scheme annually through the school website, newsletter and staff meetings.	Question about parent /carer awareness of the Single Equality and Cohesion Scheme in annual survey	Headteacher / designated member of staff	After scheme is agreed by Governing Body and on-going	Staff are familiar with the principles of the Single Equality and Cohesion Scheme and use them when planning lessons, creating class room displays Parents/carers are aware of the Single Equality and Cohesion Scheme
All	Continue to monitor and analyse pupil achievement by race, gender, ethnicity and SEN/disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and SEN/disability	Headteacher / Governing body	At each assessment and annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender, ethnicity and disability.	Increase in pupils' participation, confidence and achievement levels	Headteacher / designated member of staff	on-going	Notable increase in participation and confidence of targeted groups
All	Ensure representation on HA programmes fully reflects the school population.	HA register monitored by group.	Member of staff leading on HA	on-going	Analysis of the HA register indicates it reflects the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, disability and ethnicity.	Increase in pupil participation, confidence and positive identity - monitor through PSHE	Headteacher / designated member of staff	on-going	More diversity reflected in school displays across all year groups
All	Continue to monitor staff applications and Governing Body membership and seek ways to ensure staff and GB are representative of school community	Make up of staff and GB	Headteacher / Governing body	on-going	More applications from ethnic minority groups and those with disabilities

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Race Equality Duty	Continue to identify, respond and report racist incidents as outlined in the scheme. Report the figures to the Governing Body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. intervention approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Termly and on-going	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Race Equality Duty	Ensure pupils who have English as an additional language are able to play a more active part in lessons	Increase in pupils' participation, confidence and achievement levels	Headteacher / designated member of staff	on-going	Notable increase in participation and confidence of EAL pupils
Race Equality Duty	Continue to 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 by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council		More diversity in school council membership
Gender Equality Duty	Continue to ensure extended schools offer is accessible by boys and girls	Through analysing extended school activities	Headteacher / designated member of staff	Termly	% take up of activities is representative of gender split of pupils
Gender Equality Duty	Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.	Pupil interviews Data Lesson observations	Literacy subject leader		Boys attainment in reading increases
Gender Equality Duty	Offer boys' writing clubs to increase motivation and interest in writing	Pupil interviews Data Lesson observations	Literacy subject leader		Boys attainment in writing increases
Disability Equality Duty	Further increase attendance at extra-curricular clubs by pupils with SEN/disabilities	Through analysing extended school activities	Headteacher / designated member of staff	on-going	More pupils with SEN/disabilities accessing clubs
Disability Equality Duty	Ensure parents/carers are kept fully informed of the impact of interventions put in place to support their child	Parent/carer feedback	Headteacher / designated member of staff	termly	Interventions effectively targeted so children make

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
					sustained progress
Disability Equality Duty	Provide ramped access to Foundation Stage		Headteacher	With planned building works	
Disability Equality Duty	Provision of hearing loop/additional support for HI staff	Staff feedback	Headteacher	March 2014	Staff report support is effective
Disability Equality Duty	Provision of seating at regular intervals around the site	Visitor feedback	Headteacher	Summer 2015	
Disability Equality Duty	Lowering the buzzer access to the main gate	Visitor feedback	Headteacher	2015	
Disability Equality Duty	Ensure parents/carers whose children travel by home-school transport receive school information	Feedback	Headteacher	Spring 2014	
Disability Equality Duty	Ensure parents/carers have easy access to support groups etc. - info to be shared via email	Feedback	SENCO	Autumn 2014	Parents/carers sign up to the school email service
Disability Equality Duty	Provide automatic door closers so that heavy doors can be left open, for ease of access	Feedback	Headteacher	Autumn 2014	
Community Cohesion	Increase opportunities for pupils to learn about religions and faiths represented within our school	PSHE assessments	Member of staff leading on PSHE	on-going	Increased awareness of different communities shown in PSHE assessments
Community Cohesion	Develop a programme of visiting speakers representing a variety of religions and faiths to lead whole school assemblies	Increased pupil interest in religions/faiths other than their own	Headteacher / designated member of staff	on-going	
Community Cohesion	Provide more opportunities for pupils to learn about the diverse cultures of Great Britain and those represented in our school	Pupils are more aware of wider community diversity	Headteacher / SLT/designated member of staff	on-going	
Community Cohesion	Increase opportunities for multi-cultural links in learning		Headteacher/ SLT / designated member of staff		

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Community Cohesion	Ensure that celebration events/concerts are accessible by all parents	Reduction in numbers of pupils and parents/carers who don't attend	Headteacher / designated member of staff	on-going - at planning stage of events etc.	Parent/carer feedback on changes