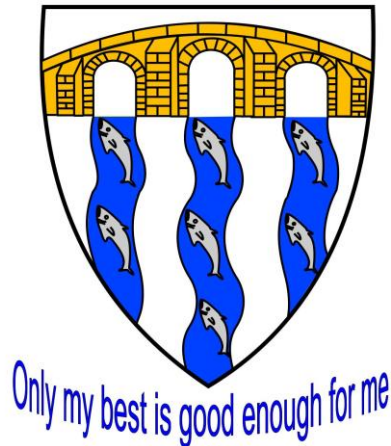


Litchard Primary School

**RACE EQUALITY POLICY/EQUAL OPPORTUNITIES POLICY
and
PLAN**

Date	Review Date
March 2019	Spring Term 2020

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We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions

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about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor (usually the Chair of Governors in this instance) to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;

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- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensuring that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- recording and dealing with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor (Anita Davies Chair of Governor) will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;

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- insist on good pupil conduct;
- act as role models;
- be alert to signs of racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- open to the views of pupils
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- having a suitable understanding of the meaning of Equality;

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- organising surveys to gauge the thoughts of all pupils;

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays around the school will reflect the commitment of the school towards Equality.

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Privacy

The school also ensures that information held by the school is safe and secure and shared in accordance with the Privacy Policy and consent as agreed by parents/carers. The school's privacy policy is available on the school web-site.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Anti-bullying	▪ Assessment	▪ Curriculum
▪ Pupil Behaviour & Discipline	▪ Sex & Relationships	▪ Support Staff
▪ Teaching & Learning	▪ Teaching Staff	

We are aware that the Education Act 2005 clearly states that we have a statutory duty to provide detailed information for parents about the school in the school prospectus.

We will update the school prospectus annually or when the need arises. If there is a need, we will consider providing the prospectus in different formats. Copies of the school prospectus and the school profile are placed on the school website for parents to download.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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LITCHARD PRIMARY SCHOOL

Equality Plan Objectives

AREA	AIM	ACTION	WHO	REVIEW
Collation & analysis of bullying incidents in school	To keep precise records of bullying incidents including frequency, type and level of issue	D&B records will be kept, analysed and acted upon to reduce bullying incidents in school	HT	Records analysed, evaluated and acted upon

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Reporting of equality data to Governors	To inform the school governors of the frequency, type and level of bullying / harassment incidents each term	The Heads report to the governors each term may include a breakdown of D&B incidents tracking the frequency, type and levels of incidents where required.	HT	End of year Comparing / compiling and evaluating annual Statistics
Equality Policy Review and communication to parents	To ensure school equality policies are up to date, implemented effectively and shared with governors & parents.	The equality policies will be reviewed and updated in the light of the Equality act at least bi-annually and uploaded onto the school website.	Govs Policy Review Committee	Bi-annual timetable of policy review evidenced in governors minutes
Communication of Equality Policies to staff	To ensure equality policies are shared with staff annually	Equality policies will be included in the staff handbook shared with staff each September	HT, GB	Staff handbook/Staff Minutes of Meetings - reviews communicated
Parent & Pupil Consultations	To listen to parent and pupil concerns relating to equality issues and take appropriate positive action	Parents and pupils will be given surveys that include questions relating to equality issues. The data will be analysed and evaluated and issues acted upon and outcomes communicated to parents.	SLT	Annual update and evaluation of surveys

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<p>Responding to equality issues affecting pupils on a regular basis</p>	<p>To respond to equality issues pupils face on a weekly basis and communicate action to staff.</p>	<p>Equality issues relating to particular pupils will be responded to by the SMT where necessary or when it occurs & communicated to staff where necessary or when it occurs via the weekly diary providing details of decisive action to be taken.</p>	<p>SMT</p>	<p>Ongoing review and adaptation By the SMT</p>
<p>Pupil Profiles & information</p>	<p>To provide opportunity for pupils to communicate worries and bullying issues</p>	<p>Pupils will complete 'pupil profiles' that ask pupils about any worries or bullying issues they may face</p>	<p>Class teachers</p>	<p>Senior Leaders Managers to review and act upon data in practical ways Sharing data with parents</p>
<p>Anti-bullying</p>	<p>Pupils and parents are informed of how the school deals with bullying. The learning council are proactive with dealing with this issue.</p>	<p>An anti-bullying assemblies will be held each year involving pupils, parents and staff that highlights ways pupils can combat bullying in school in positive ways. The school undertakes NBAR analysis which identifies pupils who are vulnerable to bullying. Support is organised via ELSA or Nurture for these pupils.</p>	<p>SLT</p>	<p>SMT to review effectiveness each year</p>
<p>Disability Accessibility Plan</p>	<p>To improve accessibility in school for disabled pupils</p>	<p>Accessibility in school for disabled pupils will be improved this year as a result of fulfilling actions from the action plan</p>	<p>ALNCO, HT, GB</p>	<p>Review annually and report to governors</p>

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Appendix 2 - Equality Checklist for Litchard Primary School – Completed Spring Term 2019

The LA is producing a template for the Strategic Equality Plan for primary schools which will be translated into the Welsh language to comply with equality legislation in Wales.

Actions	Yes	No	Evidence
Policies and Procedures			
Compliance with the Equality Act (April 2010) is included as an explicit aim in all of the School's key policies and documents.	<u>YES</u>		Completed checklist. Jan 2019 which is attached to equality policy.
The School has a policy for dealing inequality bullying, discrimination and harassment and clearly sets out the procedures for handling complaints and incidents.	<u>YES</u>		Must have policy which is reviewed biannually by governors.
The school's policy includes raising awareness of all types of bullying including sexual, religious, disability, racial and gender related incidents.	<u>YES</u>		An incident file is located in HT office which details incidents and actions taken by the school.
The School has written a race equality policy.	<u>YES</u>		This can be found in the "Must have policy" file and is on the school server.
Race equality policies and procedures are regularly reviewed and their effectiveness evaluated.	<u>YES</u>		This is a school "Must have" policy which is reviewed biannually by governors and is shared with staff. This is available on the school server.
A race equality action plan, which is linked to the school development plan, sets clear targets for addressing race issues.	<u>YES</u>		Policy review ensures that race equality is integral in all policies in the school. These are reviewed by staff and the

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Actions	Yes	No	Evidence
			governing body on a bi annual basis and amended accordingly. The contextual introduction about the school is amended annually to reflect the pupils and make up of the school.
The School identifies and adopts good practice strategies to reduce any differences in rates of exclusions between different ethnic groups, disabled and non-disabled pupils and boys & girls.	<u>YES</u>		DDA plans are updated and will now form part of the objectives as part of the equality development plan. Exclusion and ethnicity of the school is analysed annually to co-incide with data collection PLASC.
The School's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils irrespective of any pupil differences.	<u>YES</u>		The school behaviour policy adheres to the principle of equality. A record of behaviour is recorded by the headteacher which includes actions taken by the school to support and promote positive behaviours.
The process of internal and external exclusion is fair and equitable to all pupils from all ethnic groups, different disabilities and genders.	<u>YES</u>		Over the past 3 year the school has excluded pupils for behaviour. -Exclusions comply with the LA policy on exclusions and data to exclude would be recorded and analysed by the school and the LA.
Strategies to re-integrate long term truants and excluded pupils address the needs of boys and girls, pupils from all ethnic groups, pupils who have disabilities.	<u>YES</u>		See statement above

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Actions	Yes	No	Evidence
<p>The School and the Governing Body ensure that they take steps to meet disabled people's needs, even if this requires more favourable treatment. The school has pupils with a range of disabilities which include, physical and medical. The school has a Local resource Centre which is has pupils with Moderate Learning Difficulties +. Pupils from the Bridgend region access this provision. The school also operates inclusion wherever possible eg visually impaired, hard of hearing, physically disabled. The school has also worked with parents to support pupils who need support with toileting. The school uses an "Intimate Care Policy" to agree on procedures for looking after and supporting pupils with such difficulties.</p>	<u>YES</u>		<p>HT reports to GB. The school has had a great deal of work completed to adapt the school for disabled access. A plan has been implemented and is nearing completion.</p> <p>Adaptations to building are ongoing. Adaptations include contrasting paint for high visibility, stippled paving, disabled toilets for pupils and adults, hearing loops in the main hall. Extra adult support where necessary etc.</p>
<p>The school has a list of policies and procedures that are subjected to an equality impact assessment.</p>	<u>YES</u>		<p>The equality policy of the school makes reference to many other policies that are in place at the school. All policies are subject ti review by the HT, staff and the Governing Body.</p> <p>Completion of this checklist ensures that the impact of current policies are being monitored and are amended accordingly.</p> <p>This checklist will form part of the Equality policy and will be attached as an appendices.</p>
	<u>YES</u>		<p>The school has an anti</p>

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Actions	Yes	No	Evidence
Equality impact assessments show the impact on bullying incidents in terms of frequency, type and level of incidents.			bullying policy and register is kept by the HT. The record of incidents also lists actions taken by the school to promote positive behaviour and support victims.
The school offers support or guidance to all parents of students regardless of their differences.	<u>YES</u>		See school prospectus and policies.
Consultation			
The School involved disabled people (pupils, staff and parents) in the development of the Schools Equality Scheme.	<u>YES</u>		The school sends questionnaires to parents, staff and pupils and an analysis is undertaken. A questionnaire to parents and pupils is due this year. A questionnaire is undertaken annually and an analysis shared with stakeholders. See Newsletters.
The information from consultation has been used to inform the objectives set out in the Schools Equality Scheme.	<u>YES</u>		Issues highlighted in the staff audit are being addressed, however responses with regard to equality issues were positive.
The School and Governing Body encourage participation by all ethnic groups, disabled people and different genders in public life.	<u>YES</u>		The school adheres to the policies of the LA with regard to employment, admissions and governance. The school pays a service level agreement to the governor's

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Actions	Yes	No	Evidence
			service in the LA which supports and advises the schools on a range of issues which include equality.
Role of Governors			
The Governing Body have regard to the need to promote equality of opportunity for all with particular attention to minority, vulnerable or marginalised groups.	<u>YES</u>		The HT report includes a wide range of information which includes issues of equal opportunity. Examples of this is the provision of Additional Learning Needs, curriculum provision, building adaptations. Recruitment follows the equality policies recommended by the LA. The annual report to parents includes all the necessary areas to report. The school uses the LA template to ensure that the school complies with the annual reporting arrangements.
The Governing body have access to training to raise their awareness of bullying, harassment or prejudiced behaviours relevant to the school setting.	<u>YES</u>		The school works closely with the LA and purchases support for governance. The LA provide a range of opportunities for training governors which is free of charge.
The Governing Body promote positive attitudes towards all people.	<u>YES</u>		The GB is aware and has a positive attitude to the school

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Actions	Yes	No	Evidence
			equality policy. Governors are aware of the range of policies at the school which are reviewed and available to governors.
The Governing Body receive regular reports on how the school is meeting its Duty on race, disability and gender.	<u>YES</u>		This checklist will form part of the action plan to inform governors of the work and the approach taken by the school towards equality issues. The HT termly report to governors includes references to equality to highlight the work that we already undertake at the school.
People from ethnic minority communities are encouraged to become school governors and the school ensures that Governor support is appropriate for all ethnic groups.	<u>YES</u>		The school adheres to LA equality policies and is guided by the LA Governing support services in all areas of school governance.
Employment, recruitment and training			
Recruitment and selection processes are consistent with the CRE's Code of Practice in Employment.	<u>YES</u>		The school adheres to LA equality policies and is guided by the LA Governing support services and the LA Human Resources dept in all areas of recruitment.
The Schools Equality Scheme shows how information is gathered on the effect of the schools policies on recruitment and retention of disabled staff.	<u>YES</u>		This is stated in paragraph 4.4 and 4.5 in the school equality opportunity policy.

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Actions	Yes	No	Evidence
The School ensure equal pay by gender.			The school purchases support from the LA for guidance in human resources and also from governor support services. The school equality policy states in paragraph 4.4.
The School ensures that they gather and use information on how their policies and practices affect gender equality in the workforce and in the delivery of services.	<u>YES</u>		See equality policy and other policies which refer to equality. Equality is at the centre of all that the school does.
The recruitment and selection process is monitored to ensure that discrimination is not taking place and to identify examples of good practice.	<u>YES</u>		The school purchases support from the LA for guidance in human resources and also from governor support services. The school equality policy states in paragraph 4.4.
Staff and Governors go through regular and systematic training programmes on equality issues.	<u>YES</u>		The school works closely with the LA and purchases support for governance. The LA provide a range of opportunities for training governors which is free of charge.
The school ensures all employees undergo a full CRB check before working with children.	<u>YES</u>		CRB register is kept by HT in HR file. The school adheres to national laws and LA guidance on CRB and people working or volunteering their services at the school.
	<u>YES</u>		The school purchases

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Actions	Yes	No	Evidence
The Head teacher and Governing body have received “Safer Recruitment training” commissioned by the Local Safeguarding Children Board or the national College of School leadership.			support from the LA for guidance in human resources and also from governor support services. The school equality policy states in paragraph 4.4.
Monitoring delivery and outcomes			
The School produces regular reports and monitors how the school is meeting its duties under the Race Relations Act, Disability Equality Duty and the Gender Equality Duty.		<u>NO</u>	<p>The school produces and updates a range of policies. The school also reviews its policies with staff and the GB.</p> <p>The HT produces with stakeholders an annual self evaluation report for the school. The report is based on the Estyn 5 Areas of Inspection model. This structure highlights areas of school life that promote equality. The GB body are informed and assist in this documents, however a more explicit explanation where equality issues are recorded evaluated and reported needs to be explained to staff and the GB. HT termly reports will in future make reference to equality. This policy is reviewed annually</p>

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Actions	Yes	No	Evidence
Pupils attainment and progress in individual subjects are monitored by ethnic group, disability and gender.	<u>YES</u>		The school analysis performance data that is collated by the consortia The LA advisory services also supports school in analysing this data in its annual performance review. This is shared with governors and staff.
Schools are fully informed that pupil attainment and progress can be greatly impacted by the effects of bullying, victimisation, harassment or prejudiced behaviour and have strategies to address this.	<u>YES</u>		The school has a wide range of policies which are implemented and updated. The anti bullying and poor behaviour logs kept by the HT record incident and also map out action to promote positive behaviours to support the victim and also the perpetrator.
The school has strategies for tackling unjustified disparities in the attainment and progress of vulnerable pupils.	<u>YES</u>		The school has identified pupils who are disadvantaged or vulnerable. This sensitive information that is shared and used by classteachers and the school leadership team. A variety of support strategies are in place at the school for these pupils.
Teaching methods and styles take account of the needs of pupils from different ethnic groups, gender differences and disabilities.	<u>YES</u>		The school caters for pupils with disabilities and works closely with a wide range of agencies. The school is also aware of

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Actions	Yes	No	Evidence
			pupils who follow other religions such as Islam and alternative provision is catered for in the school canteen, food technology etc. Curriculum delivery and curriculum policies ensure that the needs of all pupils is catered for.
Resources are available to meet the specific needs of pupils from ethnic minority groups, and pupils with disabilities and are used as necessary.	<u>YES</u>		As above
The School monitors pupil attendance by ethnic group, gender and disability and uses the data when developing strategies to address poor attendance.	<u>YES</u>		The school has identified pupils who are disadvantaged, vulnerable or who have low attendance . This sensitive information that is shared and used by class teachers and the school leadership team. A variety of support strategies are in place at the school for these pupils. The school uses the services of the LA to address poor attendance and has robust procedures for tracking and chasing up pupils who are causing concern. This is a challenging area for the school.
	<u>YES</u>		Curriculum provision

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Actions	Yes	No	Evidence
Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum.			includes regular focus on equality issues as well as assemblies. The school follows a scheme called SEAL (Social and Emotional Aspects of Learning) and “Value” based assemblies. This is a highly structured PES approach which follows 6 half term themes and mini topics which focus on equality. The school has a range of resources to help deliver this and it is included in assemblies and teachers’ planning.
Curriculum planning takes account of the ethnicity, background and language needs of all pupils.	<u>YES</u>		Curriculum provision includes regular focus on equality issues as well as assemblies. The school follows a scheme called SEAL (Social and Emotional Aspects of Learning). This is a highly structured PESS and a “Real” PE approach which follows 6 half term themes and mini topics which focus on equality. The school has a range of resources to help deliver this and it is included in assemblies and teachers’ planning.
All pupils have equal access to extra- curricular activities.	<u>YES</u>		This is a strength at the

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Actions	Yes	No	Evidence
			school that has been developed over 3 years. A wide range of clubs are provided mainly by the staff and some outside agencies all free of charge.
Provision is made for pupils to take time off for religious observance.	<u>YES</u>		Worship takes place daily at the school. Pupils from other ethnic background can have authorised absence at the request to the headteacher. The official attendance codes will be used for such absences.
The Action Plan supports the delivery of the Schools Equality Scheme.	<u>YES</u>		The checklist together with surveys and questionnaires all provide a focus for the school's equality scheme, policy and plan to ensure its effective implementation.

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Appendix 3
Equality Objectives and Equality Plan for Litchard Primary School

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
All	Publish and promote Equality Policy through school website, newsletters, staff meetings	Specific question regarding equality to be added to parent survey. Invitation for parents to respond to published document	HT, GB	Completed 2019 updated and ongoing	All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays Parents are aware of policy and have communicated interest / amendments
All	Monitor and analyse pupil achievement by protected characteristics act on trends / patterns in the data that require additional support in order to narrow the gap	Achievement data analysed by protected characteristics	HT, SMT	Termly in pupil progress meetings	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups
All	Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity	Increased pupil participation, confidence and achievement levels	Skills team leaders	Ongoing and monitored	Increase in participation and confidence of targeted group Delivery of SACRE syllabus for RE and PSE
All	Ensure that all displays in classrooms and corridors	Increase in pupil participation, confidence	HT, Phase Leaders	On-going	More diversity reflected in school

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	promote diversity in terms of race, gender, ethnicity and disability	and positive identity – monitor through PSHE/Wellbeing			displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg through involvement in the school council by election or co-option, class assemblies, fundraising etc	School Council representation monitored by race, gender, disability	Deputy HT	On-going	More diversity in school council membership
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Racial Equality	Identify, respond and report racist incidents as outlined in the Strategic Plan. Report the data analysis to the Governing Body and Local Authority on a termly basis	The HT and Governing Body will 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/parents satisfied with outcomes?	HT, GBody	Reporting Oct. March, June	All staff aware of and respond to racist incidents Consistent nil reporting is challenged by G Body
Gender Equality	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including football ,cricket, basketball and rugby to ensure participation rates more reflective of school population	Increased participation of girls in sports clubs and extra-curricular activities	SLT	ongoing	Opportunities in rugby, netball, table tennis, dance, music is open to both girls and boys. No discriminatory practices take place.
Disability Equality	Promote Governor vacancies with leaflets in accessible	Monitoring of applications by persons who have a	GBody	ongoing	Governors with disabilities and

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	formats and specifically welcoming applications from disabled candidates	disability.			catered for. Eg visual, hearing, physical difficulties are overcome
Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations. Newsletters will celebrate this eg Chinese New Year, RE topics studied and Geography based enquiry.	Survey of participant and stakeholder	FOLPS, GB, SMT	ongoing	Increased awareness of different communities, beliefs and ethnicity as evidenced via newsletter /website, pupil work, subject audits.
ACCESSIBILITY PLAN					
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Access to curriculum	Put in place interventions identified in care plans, medical care plans, ED Psych, O.T and SALT reports	Monitor via pupil progress review meetings	ALNCO, HT	On going	Pupils make progress from starting points
	Teachers to differentiate work in the light of reports above	School's monitoring policy	SMT	On going	Pupils make progress from starting points
	Teachers work collaboratively with outside agencies and advise support staff accordingly	School's monitoring policy	ALNCO, HT	On going	Pupils make progress from starting points
Access to Physical environment	Needs of all stakeholders with disabilities will be taken into account in planning and	Plans and accommodation include adaptations	Local Authority, GB, HT, Site Manager	Ongoing	Easy access to physical environment – full

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	undertaking school extension, refurbishment and temporary accommodation				accessibility/DDA access/toilet facilities around site.
	Clear signage in all areas of the school	Termly check	H&Safety team,	On going	Easy access to physical environment
Access to written environment	Visual support in place in all areas of the school	Learning Walks	ALNCO, HT, DHT	On going	Clear and accessible written/pictorial information for all learners
	User-friendly language in place for all communication	Parental feedback	HT, ALNCO	On going	Clear and accessible written/pictorial information for all learners
	Communication translated into main community languages	Parental feedback	HT, ALNCO	On going	Clear and accessible written/pictorial information for all learners

Headteacher:	J Phillips	Date:	March 2019
Chair of Governing Body:	A Davies	Date:	March 2019

See minutes of GB meeting March 2019

Initial Equality Impact Assessment

Question	Equality Groups															Conclusion																
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No						
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS			
		✓			✓			✓			✓			✓			✓			✓			✓					✓				
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓			

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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