



# **Newport City Council School Strategic Equality Plan**

**2020-2024**

This policy is available in many different languages and formats including Welsh, electronic document, Braille etc. To get a copy and further information please contact

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## **Introduction**

The School was established in 1889 (Eveswell) and in 1962 (Somerton). Eveswell Primary School stands in grounds some two miles from the city centre in Newport. Somerton Primary School is nearby on the other side of Chepstow Road.

Eveswell Primary:

The school became a two form entry primary school in September, 1989, when the former infant and junior schools amalgamated. Currently there are 21 teachers including senior leaders, 24 teaching assistants, 3 administrative staff and around 500 pupils. There is a caretaker and 1 mid-day supervisor. There are also breakfast club and canteen staff.

Somerton Primary:

Currently there are 10 teachers including senior leaders, 7 teaching assistants, 1 administrative officer and around 170 pupils. There is a caretaker. There are 2 canteen staff.

The schools are funded by Newport local authority and governed by Eveswell and Somerton Primary School Partnership governing body.

## **School vision/ or principles**

Our aims are very wide ranging and are encapsulated in our mission statements: 'Inspire, Achieve, Respect' for Eveswell and 'Respectful, Safe, Successful' in Somerton.

We aim to provide education of very high quality so that all can achieve. We are inclusive schools which aim to develop and nurture the child as a whole.

The schools are happy and caring environments in which we promote an ethos of high expectations.

This is the schools' third Strategic Equalities Plan (SEP) - it builds upon each school's previous plans, Disability Policy and Race Equality Schemes and sits above the school's Inclusion policy etc. What was previously each school's Access Policy is covered by this policy (and plan). This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy. This Plan was approved by the governing body In February 2020.

## **1 Equality vision and equality objectives**

The Equality Act 2010 required all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document, and have been included as an initiative or action in School Development Plans.

To choose objectives for Eveswell and Somerton Primary Schools we:

- Listened to equality experts and headteachers of schools in Newport about their choice of equality objectives
- Discussed ideas with the School Council, Your Voice team and with staff
- Drew up a list with associated actions
- Asked parents
- Children / young people
- Approved by governors

These are the equality objectives we chose:

- Develop our work on equalities, linking explicitly to the UNCRC across the school (objective 1) and promoting the rights of all to be safe from harassment
- Make ongoing use of electronic data relating to incidents of harassment in order to meet the needs of pupils (objective 2)
- Maintain and extend our work on promoting diversity positively and explicitly in order to prevent discrimination and harassment (objective 2)
- Further develop our whole-school approaches to meeting the needs of pupils with additional needs or disability through consideration of changes to ALN provision (objective 3)

The following plan sets out our equality commitments. Actions are included in the Action Plan and the Strategic Equality Plan will be evaluated through the School Development Plan and the school Equality Self-Evaluation Tool or other frameworks such as, for example, the 'Rights Respecting Schools' and 'Finding Your Voice' toolkits.

## **2 School strategies and equalities**

Implementing the Strategic Equality Plan is one of the key objectives of the School Development Plan. Equalities implications will be recognised in each school improvement objective where appropriate. Progress on this plan is reported to the governors annually and included in schools' Self-Evaluation. The plan will be reviewed within 4 years of setting the equality objectives in late 2019.

## **3 The national equality agenda**

The following pieces of legislation are at the heart of the equality agenda.

### **3.1 The Equality Act 2010**

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

### **3.2 The Human Rights Act 1998**

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances, the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

### **3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the scheme and this plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

## **4 Pupils**

### **4.1 A school for everyone**

Our schools are open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9<sup>th</sup> protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our schools will be of equally high standard for everyone.

The schools' duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and ICT facilities etc.

The schools have a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The schools will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

#### **4.2 How we deliver equality**

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the schools' equality commitments
- Can access all the benefits of being at the schools
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

#### **4.3 What support can you expect?**

The schools can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

#### **4.4 Positive Action**

The schools can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

#### **4.5 Communication**

The schools will communicate with people a way that is suitable for them. We will:

- Design materials that are easy to read - clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers

- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The schools recognise British Sign Language as a language in its own right. In Newport schools we also use Signalong. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings. The Gwent Hearing Impaired Service supports children, young people and families in school so that they can participate fully in school life.

Where relevant, we will train staff in deaf equality and BSL skills. We will identify the staff who have relevant communication skills to make it easy for pupils, visitors, parents etc.

#### **4.6 Curriculum, resources and involvement**

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people to examine their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so as to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

#### **4.7 Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

#### **4.8 Engagement**

The schools consult and involve all the school's stakeholders on matters that concern them, including this plan and equality objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The schools have procedures for finding out how pupils think and feel about the school.

#### **4.9 Training**

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll provide suitable training for all

staff and pupils. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example 'Show Racism the Red Card' etc.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

#### **4.10 Complaints and comments**

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint, please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

### **5. Discrimination, victimisation and harassment**

#### **5.1 Discrimination**

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination** – where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

**Discrimination based on association** is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

**Discrimination based on perception** is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid



school dress code which does not account for items of clothing linked to religion.

4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

## 5.2 Harassment including bullying

The schools' work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

## 5.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith - that is they thought they were being honest.

## 5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The schools will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the way home' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

## **6 Performance/ standards - how we deliver the policy**

### **6.1 Leadership and Management**

The governing body is responsible for ensuring that the schools fulfil legal equalities responsibilities. A member of the governing body has a watching brief for equalities matters. With assistance from the headteacher, the governing body will ensure that this plan is implemented.

The governing body has equalities issues as regular items on the agenda of governing body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mrs Barnett (headteacher), Mr. Taylor and Mrs Rodda (deputy Headteacher) and Mrs Webb and Mrs James (Inclusion coordinator). The schools will make sure that all incidents of discrimination relating to either school, its pupils and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the schools nor the local authority will ever publicly identify individuals involved in incidents.

The Equality and Inclusion coordinator in each school is a senior member of staff with special responsibility for implementing and promoting equalities matters and this plan alongside the headteacher.

### **6.2 Taking decisions and Equality Impact Assessments (EIA)**

The school uses two different tools to look at the potential equality impact of our actions.

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the outcomes of the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self-Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a

snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development.

Whenever possible, a broad range of people including staff, parents, pupils and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

### **6.3 Performance**

The school uses Newport City Council's Equality Self-Evaluation Tool to evaluate performance across most equality matters where required. Performance in relation to the action plan and equality objectives will be reported to governors annually and included in the school's Self-Evaluation Report.

### **6.4 Identifying and publishing equality information**

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us any useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese pupils in general. No data will be published that will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences.

## **7 Employment**

### **7.1 Employment**

The schools aim to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the schools cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. We have adopted Newport City Council's Human Resources Policies.

### **7.2 Requests in relation to a protected characteristic**

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

### **7.3 Positive action in Employment**

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or under-representation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the schools may choose a candidate from a less represented group in order to address demographic balance in the workforce.

### **7.4 Monitoring and publishing information on employment**

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

### **7.5 Positive about disabled people**

The schools are committed to the two ticks - 'Positive about disabled people initiative' which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

## **8 Equality Objectives and Action Plan 2020-2024**

Equality and diversity is a normal part of the schools' everyday business. This action plan and equality objectives sets out the schools' main equality projects. Many of these objectives and actions can also be found in the schools' School Development Plan. There may be more or different work needed as opportunities arise.

## Equality Objectives

<b>Equality Objective 1</b>					
<ul style="list-style-type: none"> <li>Develop our work on equalities, linking explicitly to the UNCRC across the schools (objective 1) and promoting the rights of all to be safe from harassment</li> </ul>					
<b>Evidence</b>	We have used evidence of incidents and wish to promote the fundamental right to be safe and to have needs met				
<b>Protected characteristic</b>	All – especially gender, race, belief issues				
<b>Quantitative target</b>	Number of recorded incidents involving pupils will be closely monitored; staff will all be confident in meeting pupils' needs using a consistent language based on the UNCRC. Pupils will know their rights and the rights of others				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
<b>1 All year groups to use agreed articles from the UNCRC to promote aspects of equality and the right to be safe</b>	Pupils will tell us that they feel listened to; they will show excellent understanding of their rights and those of others	JWC/LD to lead with all staff Leadership time Staff meeting time	2020-2024 – extend Y3 work in a progressive way Include often in collective worship; Displayed in all classrooms – linked to class and school rules; all pupils to influence school decisions LD in Somerton to lead on RRS	Headteacher and SLT	Pupils show excellent understanding of rights and responsibilities as evidenced by listening to learners, incident records and restorative conferences.
<b>2 Small group work with identified pupils to explore their understanding in greater depth</b>	Less incidents for identified pupils due to social/emotional difficulties	SLT member	One off or daily or weekly arrangement depending on child	ALNCO and HT will monitor	Recorded incidents will decrease for identified children; children will present as less anxious or aggressive

<b>Equality Objective 2</b>					
<ul style="list-style-type: none"> <li>Make ongoing use of electronic data relating to incidents of harassment in order to meet the needs of pupils (objective 2)</li> </ul>					
<b>Evidence</b>	We have a few incidents each term and many pupils do not have opportunities to explore their ideas around difference in any other setting				
<b>Protected characteristic</b>	All - Race, Sexual orientation, Religion particularly – possibly also disability/ other				
<b>Quantitative target</b>	No ongoing, repeat incidents by previous perpetrators				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
<b>1 Work with identified pupils on their understanding of name calling/ harrassment</b>	Teacher will plan activities and engage pupils in discussion and thinking skills	Teacher and TA	termly	DHT and HT to monitor; SLT to monitor outcomes	Pupils will demonstrate positive thinking and actions relating to equalities issues; incidents will be monitored to assess impact
<b>2 Use the incidents records effectively to meet the needs of pupils</b>	An overview of any incidents will be shared with linked staff and gobs termly; staff will share and develop strategies to address the needs of individual pupils/ whole school	HT to share records All staff to agree ways forward	termly	HT	All staff will have an overview of any incidents All incidents will be fully understood and consistency of approach will enable pupils to learn more effectively from their mistakes
<b>3 Maintain and further extend opportunities in our curriculum and in everyday situations to reinforce positive</b>	Ensure that all staff use ideas to challenge stereotyping and to promote positive attitudes towards diversity.	All staff	Ongoing	SLT members	Pupils will continue to show positive and strong understanding of issues relating to harassment and bullying on the basis of any protected characteristic and on the basis of

<b>attitudes towards difference</b>	Importantly ensure that we do not inadvertently reinforce stereotypical attitudes				appearance, etc.
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### Equality Objective 3

- Further develop our whole-school approaches to meeting the needs of pupils with additional needs or disability through consideration of changes to ALN provision (objective 3)

<b>Evidence</b>	Pupil progress (data/ pupils' work, behaviour, inclusion in school life) Progress on ALN Bill developments				
<b>Protected characteristic</b>	Disability; possibly additional needs				
<b>Quantitative target</b>	All classrooms to show evidence of using Elklan/ communication friendly strategies and agreed approaches to dealing with pupils with attachment issues or other needs				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
<b>1 Assess needs and use agreed Elklan strategies (staff have been trained)</b>	Staff will have a considered knowledge of pupils' communication needs – SEN, EAL, troubled children, disability or healthcare needs	Class teachers will speak with children and parents	IDP reviews – termly inclusive approaches evident in all classes in a consistent way (Elklan)	ALNCO to monitor practice in classrooms; ALNCO to monitor through IDP reviews and learning walks	Strategies and resources will be in use in classes; positive feedback from pupils, parents and staff

## Strategic Equality Plan Action Plan

The action plan below contains actions relevant to the SEP that aren't already included under an Equality Objective.

<b>Strategic Equality Plan Action Plan</b>					
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
<b>1 Employee training</b>	New staff trained in dealing with racist/homophobic incidents; existing staff updated as necessary	Staff meeting time; SLT to arrange any additional training with GEMS personnel	Autumn terms or termly as needed	HT and DHT to monitor	Staff confident in addressing incidents positively and without reinforcing negative stereotypes
<b>2 Engaging stakeholders</b>	We will continue to encourage representation from diverse groups in school life	HT and all staff, GB	Ongoing	HT & Equalities governor	A wide range of stakeholders is represented in school life – e.g. 'Friends of Eveswell' /PTA Governors, Parent helpers etc.
<b>3 Buying goods and services</b>					
<b>4 Communication</b>					
<b>5 Leadership</b>					
<b>6 Monitoring</b>					
<b>7 Publishing equality information</b>	Governors, parents and all stakeholders aware of progress with equalities issues	HT to keep all stakeholders informed through annual GB reports, staff and governors' meetings	Termly	HT, DHT and Equalities governor to monitor	All are informed of progress on actions



