



**Norfolk** County Council  
at your service



# **A Single Equality Scheme (SES) framework for use in Norfolk schools**

**September 2009**

Things to consider before starting off:

1. This document is a framework that you should use in the development of your own Single Equality Scheme and Action Plan and has been produced by Norfolk County Council Children's Services Human Resources, Equalities and Diversity in consultation with school representatives.

2. This document is intended to replace/cover the following:

- Race Policy and action plan
- Disability Equality Scheme and action plan, inclusive of an Accessibility Plan
- Gender Equality Scheme and action plan
- Equal Opportunities Policy that covers:
  - Sexual orientation
  - Age
  - Religion or belief
- A strategy for promoting community cohesion

There are no current legal duties on schools to produce a Single Equality Scheme. However, the government has promised a forthcoming Single Equality Act. Taking a single equality approach recognises that people often share more than one aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion and belief.

If you choose not to produce a Single Equality Scheme, then as a minimum you must have in place a three year race equality policy and action plan, accessibility plan, disability equality scheme and action plan, gender equality scheme and action plan, equal opportunities policy that covers sexual orientation, age and religion or belief and a strategy for promoting community cohesion (in the form of a policy, plan, or working group for example).

3. Boxed text show examples that you can change to reflect the needs of your school.

4. **Bold** text indicates notes for guidance.

5. All other text includes statements of commitment, facts and legislation that may be used as written.

6. Your school is not required to do anything unreasonable or impractical in preparing the Single Equality Scheme and Action Plan. The approach will vary according to a wide variety of factors, eg the size of the school, the diverse nature of the school population, the proximity of other schools (and the potential for links with them), your school premises, and the school budget.

7. You may find it useful to appoint a working group of three or four people to steer the development of the school's scheme and to report progress regularly to your governing body. Some thought needs to be given to the composition of the working group to ensure it is representative of school community as far as reasonably practicable (for example, a senior manager, staff with responsibility for learning difficulties and/or disabilities, a parent/carer, governor).

**8. It is important that when putting together the scheme confidentiality of individuals is maintained.** Although there is a statutory duty to share information about the school's single equality scheme, care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. You need to be particularly sensitive with regard to sharing information on:

- a. Individuals
- b. Specific incidents

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, we also advise that any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the working party.

9. Production of the scheme and the associated action plan will take time. Set yourself a suitable timescale in which you intend to have these completed – probably over a three to six month period.

Remember to replace “Good Norfolk School” with your own school name and to amend the contents page to reflect the content of your scheme.

If you have any feedback or comments regarding this document please email [csequalities&diversity@norfolk.gov.uk](mailto:csequalities&diversity@norfolk.gov.uk)



If you need this document in large print, audio, Braille, alternative format or in a different language please contact Rachel Williams or Debbie Moore on 01603 223676 and we will do our best to help.



# Buxton Primary School Single Equality Scheme

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2010-2013



**If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact: Mary Stevens**

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**If you have any comments about our Scheme please contact us.**

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## Foreword

“This Single Equality Scheme brings together the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

This Scheme is essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk’s Children and Young People’s Plan.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.”

**Headteacher, Chair of IEB**

“We want our school to be a happy place where everyone is friends and can learn and play together.”

**Chair of School Council**

## **1 What is the Single Equality Scheme and Action Plan?**

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2010 to 2013. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

## **2 Meeting our duties**

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### **Race equality**

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

### **Dealing with racist incidents**

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination, as presented in their document '*Equality Strategy for Norfolk 2008 – 2011*'.

### **Disability equality**

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

## **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

## **Gender equality**

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of “Buxton Primary School”) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

## **Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

## **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

We have a 'small school' ethos where children are encouraged to work together increasingly as they move through the school, developing their independence and care of others. All children take part in regular Circle Times and through discussion start to understand that with rights come responsibilities. Children are involved in setting class rules and encouraged to take on responsibilities within their classes. They are expected to

be increasingly responsible for working hard either within a small group or independently, to hand in their reading books/homework/notes from home and to look after their own belongings.

Children are awarded with stickers and certificates to acknowledge achievement. Children's work is often displayed in the local church and school events are publicised in local media.

The school has clear policies on addressing any bullying and discrimination and children are encouraged to develop an awareness of the need for tolerance and understanding.

The School Council system has helped the children become more aware of their contribution to the school community.

As part of the Aylsham Cluster of Schools, we are drawing up a set of 10 Common Key Values - this will ensure consistency across the cluster and supports transition from KS1-2 and KS2-3.

The children take part in raising money/providing resources for charities such as Comic Relief, Children in Need, the sunflower growing charity, British Legion, UNICEF, Oxfam, Presentaid and Operation Christmas Child and therefore have a good understanding of their global community contribution.

Children join in local community events.

The Aylsham Cluster of schools work very closely in a number of areas, not least in the fulfilling the necessary provision of extended schools facilities. All schools are delegated funding from NCC to provide parents with access to extended schools services - our cluster pool this funding to provide a wider variety of services. Over the past two years our benefit from this pooled funding has been the allocation of a Family Support Worker, who organises family learning events in all the schools. The culmination of these activities has been a Family Learning Celebration in June - an exhibition of everything that has occurred in the Cluster, relating to Family Learning. This year has seen the development of the Aylsham Cluster Sure Start Children's Centre - which provides a range of support and services to all our families.

### **Age, sexual orientation, religion and belief**

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### **3 Our school values and visions**

A copy of our current school aims is attached in the appendix. In addition, in meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be are disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

## **Our school within Norfolk's profile**

Norfolk is a rural county with a diverse population of approximately 832,400. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

There are 435 schools in Norfolk, including 12 special schools, 50 secondary schools, 5 pupil referral units and 2 academies.

- 8.3% of Norfolk's pupils are from a minority ethnic group (October 2008)
- 6.1% of the Norfolk population are from a minority ethnic group (ONS – 2005)
- Over 100 different languages spoken by pupils in the primary phase, and approximately 65 different languages spoken by pupils in the secondary phase (October 2008)
- 3.5% of pupils within Norfolk schools have a Statement of Special Educational Needs (October 2008)
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

Buxton school is a smaller than average village primary school to the north of Norwich serving the village and surrounding rural area.

Numbers have fallen significantly over the last five years, particularly with the closure of the nearby airbase at Coltishall in 2006. Almost all of the pupils are of White British heritage. Very few pupils come from minority ethnic families and none are at the early stages of learning English. The percentage of pupils eligible for free school meals is below average. Attainment on entry to the school is broadly average and the proportion of pupils who have learning difficulties or disabilities is also broadly average.

## **4 Collecting and analysing equality information for pupils at "Buxton Primary School"**

Buxton Primary is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils/students:

**Example:** Information gathering (pupils)

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in Student Council

We have identified the following issues from this information-gathering exercise:

**Example:**

- Data currently collected is not separated by race and disability.

These actions have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

## **5 Collecting and analysing equality information for employment and governance at “Buxton Primary School”**

“Buxton Primary School” is committed to providing a working environment free from discrimination, victimisation, and harassment.

“Buxton Primary School” also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We currently employ 18 staff at Buxton school to undertake a range of duties.

Currently we have:

- 16 females
- 2 males
- No registered disabled staff, and
- All staff are white british.

See attached report.

The school workforce census enable us to collate data on staff relating to gender, race and disability. All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. We acknowledge that this is not a specific requirement under the current legislation, but is best practice.

All information relating to staff is kept on the school's central database - E1.

We collect and analyse the following profile information for our staff and governors:

**Example:** Information Gathering (Staff and governors)

- Applicants for employment (via local authority recruitment forms)
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

We have been mindful of the Laws relating to confidentiality when devising this Plan and Action Plan. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the working party.

We have identified the following issues from this information-gathering exercise:

- Low disclosure rates in respect of disability – currently no staff admit to having a disability as defined by the 2005 Disability Discrimination Act 2005. We need to ensure any information we hold is accurate and staff feel able to disclose information freely without any fear of prejudice.
- Staff data relating to course attendance is not currently separated into race, disability and gender.
- Governing body profile is not collected.

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

## 7 Consultation and involving people

As stated earlier in the scheme, Buxton village is a rural predominantly white community. We appreciate that The legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans, and we have endeavoured to involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute also.

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of this Scheme and action plan. Examples include:

### Example:

- Discussions at school council
- Contact with parent/carers
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups, including diverse groups, such as disability groups
- Contact with local community activities

We greatly value the collaborative way our local cluster of schools works. We have a shared belief that we have a combined obligation for the education of all children in our wider community. Together we strive for a parity of provision and an equality of opportunity – whichever school parents choose for their child. Therefore, this Single Equality Plan has been drawn up in conjunction with the cluster of schools in Aylsham

During discussions, the following good practice was identified:

\*

- Disabled access/toilets/Shower
- Staff well trained on the needs some children have
- Friendly and approachable staff – with male and female role models
- Procedures in place to meet any medical needs children may have
- Care plans in place as necessary with good support (and training if needed) from the School nursing team

- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place – SEN, Behaviour, anti-bullying.
- Small school ethos – family feel
- IEP's in place for pupils with specific needs

Discussions also identified the following needs:

- Ensure easy access to the Equality Scheme when complete – for all in our school community. Share the findings equally and easily
- Ensure all in the school community understand the definition of 'Disability' as stated by the 2005 Disability Act.
- Ensure children are taught about differences and tolerance – as part of the PSHE curriculum
- Create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs.
- Ensure community views are sought in a variety of ways – rather than just questionnaires, to ensure equality of ability to participate in any information gathering.
- To invite representatives of various Charities and organisations relating to race, disability and gender to school to give advise/support and assist with curriculum development. (lead assemblies etc)
- Ensure all areas of the school are fully accessible to all in our community – including those with physical disabilities , hearing and visual disabilities

## 8 What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

### **Race equality**

We have had no racist incidents in school.

### **Disability equality**

Currently we have no disabled pupils or staff with accessibility problems. All pupils and staff are fully involved in the life of the school and have full access to all we offer.

If we foresee that should mobility could be an issue for staff or a pupil, action will be taken. We recognise that the stairs in the centre of the school may be restrictive.

### **Gender equality**

We have identified the attainment of girls and boys as being different in literacy and maths. Our current action plans promote equality of provision and opportunity for all boys and girls in all aspects of school life.

**In addition we believe that Buxton Primary school can also celebrate the following good practice:**

- Community cohesion.

In addition to the detailed description given above, we also undertake the following:

- Teaching, learning and curriculum –  
Our curriculum is fully accessible to all children. Parents are regularly informed of the learning to take place both in newsletters and through open meetings. All correspondence sent home is available from the school office in different languages/larger type – should it be requested. We feel our curriculum has a global perspective, enabling children to see themselves in context of the wider world community. Our older children, through the pshe and RE curriculum, have a sound understanding of difference and how different is neither better or worse – it is something to be celebrated.
- Engagement and extended services  
Please see attached extended services table.

- Age

We feel that some elements of a child's involvement in school discussions is developmental, however there is representation on our School Council from children of all ages. The School Council meets regularly and is supported by the Asst Head. They disseminate discussions and decisions via whole school assemblies and contributions to the school newsletter.

As children progress through the school they begin to gain responsibilities.

These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community.

- Religion or belief

In the foundation stage and in key stage 1 pupils are taught about the major festivals of the world religions, and about Christianity and Judaism in detail. Throughout Key Stage 2, all major religions are taught. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people.

Even though Buxton Primary is not a denomination school, we have very close links to the local church. The clergy often lead our assemblies and we as a school community, celebrate key services in the church throughout the year. All children are encouraged to attend – and participate at their own level.

## **9 Equality impact assessments**

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

Buxton Primary School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender. Indeed the school has in place a range of associated Policies that have been agreed by all Staff and Governors.

All school policies are reviewed over a 3 year period – on the next review, provision for disabled staff and pupils will be considered.

Following consultation Buxton Primary School will consider the impact of policies and practices on people from differing ethnic backgrounds, different genders and persons with disability, in the following areas:

- School Visits Policy
- The lunchtime arrangements might be putting disabled pupils at a disadvantage – arrangements for eating together, noise, etc
- Ensuring books or software contain fair representation of persons whatever their ability, gender or ethnicity,
- School performances – ensure they are totally inclusive,
- Is there equal representation on the Governing Body? / Staff body from differing groups of people?

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

**Example:**

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies is underway and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

We have used our existing school policies to inform our Single Equality Scheme. These include:

**Example:**

- School improvement and development plan (including RAP)
- School SEN policy
- Accessibility plan
- Racist incidence policy
- Anti - Bullying policy
- Whistleblowing Policy

## **11 Roles and Responsibilities**

- Currently our Interim Executive Board, but in the future our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## **12 Commissioning and Procurement**

“Buxton Primary School” is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

### **13 Publicising our scheme**

Our Single Equality scheme will be made accessible to all persons within our local and school community in the following ways:

- School website
- Staff and parent newsletter
- On display in the school entrance
- Staff and pupil induction - Brochure
- Send our scheme to local community groups - .g. display in the church hall/village hall etc.

### **14 Annual Review of Progress**

“We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement.
- The outcomes of involvement activities from minority groups within our community.
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what you have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

## **15 Ongoing involvement of our Scheme**

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.

## 16 - Single Equality Scheme Action Plan 2010 – 2013

<p>Actions identified should be listed here. The examples are given to show how the table should be completed. <i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i>                      R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief                      CC = Community Cohesion</p>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitor by
R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Induction Staff Team meetings	Ongoing	Senior Management	Headteac
✓	✓	✓	✓	✓	✓	✓	The IEB will take active steps to be representative of the local communities	IEB Members plan for recruitment from under-represented groups. Also when the Governing Body assumes responsibility for the school, they will have a nominated governor with responsibility for community links	Ongoing	Governors	Chair of Governor
✓	✓	✓	✓	✓	✓	✓	Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes. (SEAL)	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, Also develop an ethos of celebrating difference.	Ongoing	Teachers	Headteac
<p><b>Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.</b></p>											

You should aim to ensure that the actions you have identified in relation to the race, disability and gender cover all the necessary statutory duties. For example actions on race should aim to either

1. Eliminate unlawful racial discrimination,
2. Promote equality of opportunity,
3. Promote good relations between people of different racial groups (see sect 2 – “Meeting our Duties” for all the duties to covering race, disability and gender).

Place a tick next to the action in respect of which duty it relates to (see example above).  
 For actions relating to sexual orientation, age, religion or belief and community cohesion place a tick in the relevant box if your action relates to any of these

<i>Outcome</i>	<i>Time</i>	<i>Action</i>	<i>Who</i>	<i>Measure</i>
<i>Ensure easy access to the single equality plan when complete - for all in our school community.</i>	<i>Within Spring 2010</i>	<ul style="list-style-type: none"> <li><i>During a Parent coffee afternoon have the Scheme ready to read and comment upon.</i></li> <li><i>Children to be involved through school council presenting the Scheme (very basically) to the whole school in an assembly.</i></li> </ul>	<p><i>Class teachers</i></p> <p><i>Children</i></p> <p><i>M = HT</i></p> <p><i>E = P &amp; C Committee</i></p>	<i>Meeting held and parents/governors all fully informed.</i>
<i>Ensure all in the school community understand the definition of 'Disability'</i>	<i>Within Spring 2010</i>	<ul style="list-style-type: none"> <li><i>Publicise the definition - each September in the first Newsletter home.</i></li> <li><i>Ensure included in all documentation for first admissions.</i></li> <li><i>PSHE lesson including disability definition - ensure children understand</i></li> </ul>	<p><i>Secretary</i></p> <p><i>M = HT</i></p> <p><i>E = Management Comm.</i></p>	<i>Community confidently use definition Of Disability as stated in DES.</i>
<i>Ensure children are taught about differences - as part of the PSHE curriculum</i>	<i>Within summer 2010</i>	<ul style="list-style-type: none"> <li><i>specific curriculum time dedicated to teaching children about disability/difference - follow SEAL Curriculum</i></li> </ul>	<p><i>Class teachers</i></p> <p><i>M = HT</i></p> <p><i>E = P &amp; C Committee</i></p>	<i>Evidence of learning - work scrutiny, HT monitoring, Governor monitoring, Discussion at meetings.</i>
<i>Create an atmosphere of mutual trust and respect where</i>	<i>Immediate and ongoing</i>	<ul style="list-style-type: none"> <li><i>Build upon already strong relationships</i></li> <li><i>Ensure full inclusion of all adults and children in our community.</i></li> </ul>	<p><i>M = HT</i></p> <p><i>E = GB</i></p>	<i>We have a community rich in trust And respect, where all feel their Contribution is valued and important.</i>

<p><i>persons involved with the school feel confident about disclosing personal information about themselves. (disability, age, religion etc)</i></p>		<ul style="list-style-type: none"> <li>• <i>Use of request box - placed in reception for suggestions anyone may wish to make on how to improve our school - anonymous option. (whole school improvement action - this action point will feed into this)</i></li> </ul>		
<p><i>Ensure community views are sought in a variety of ways - rather than just questionnaires</i></p>	<p><i>Review period 09/10</i></p>	<ul style="list-style-type: none"> <li>• <i>ensure views are gathered using a range of methods:</i> <ul style="list-style-type: none"> <li>- <i>questionnaires</i></li> <li>- <i>meetings</i></li> <li>- <i>open afternoons</i></li> <li>- <i>verbal response at parent meetings.</i></li> <li>- <i>Comment tree - children through Aut 09 and Spring 2010; parents at an open event.</i></li> </ul> </li> </ul>	<p><i>HT/CofG</i> <i>M/E = IEB</i></p>	<p><i>When The Scheme is up for review, ensure views are gathered from the suggested ways.</i></p>
<p><i>To invite representatives of Charities which represent minority groups to school to give advise/support and assist with curriculum development.</i></p>	<p><i>Academic year 09/10 - part of collective worship programme</i></p>	<ul style="list-style-type: none"> <li>• <i>Research local charities to see who we would like to invite - coincide with PSHE curriculum. To inform and support children with their learning (Possible assemblies )</i> <i>Encourage children to reflect on differences - different ways of living life.</i></li> </ul>	<p><i>Secretary</i> <i>HT</i> <i>M/E = IEB</i></p>	<p><i>Annual Programme of Assemblies and collective worship shows reference to visitors from charities.</i></p>

<p><i>Ensure all areas of the school are fully accessible to all in our community - including those with physical disabilities, hearing and visual disabilities.</i></p>	<p><i>Build into Premises Dev Plan for next 3 years</i></p>	<ul style="list-style-type: none"> <li><i>ensure provision for all disabilities is built into the schools' premises development plan</i></li> <li><i>Allocate DFC funding for any modifications needed in premises to enable full inclusion of disabled persons in our school life.</i></li> </ul>	<p><i>Management Committee</i></p> <p><i>M = HT</i></p> <p><i>E = IEB</i></p>	<p><i>3 year premises development plan to be devised - identifying modifications and Fund allocation for changes to enable Full disabled access.</i></p>
<p><i>Review all documentation regularly.</i></p>	<p><i>3 year cycle - start Sept 09</i></p>	<ul style="list-style-type: none"> <li><i>ensure when all school documentation is due for review, DES is referred to - including provision for disabled.</i></li> </ul>	<p><i>M = HT</i></p> <p><i>E = IEB</i></p>	<p><i>Policies gradually reviewed taking Account of Single Equality Scheme</i></p>