

Essendine Primary School
Equality Scheme Action Plan 2017-2020

OVERVIEW

This Action Plan reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. At Essendine we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Action Plan draws on the school's approach in ensuring equality for all.

We also support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

Duty	Actions	Steps	Who?	Date by	Outcome
To promote equality of opportunity	<p>To continue to ensure increased access for disabled pupils to the school's curriculum, the physical environment and to written information.</p> <p>The Home/School Liason officer to work with parents of pupils with protected characteristics.</p>	<p>Implement the school's Accessibility Plan.</p> <p>Ensure the Hub is used effectively to promote inclusion and address emotional needs and well being of pupils</p> <p>1:1 support from liaison officer (Andrea) where needed. Andrea to signpost parents to services and support networks in the wider community.</p>	<p>Head teacher & Inclusion manager</p> <p>Home/school Liason officer</p>	<p>On-going</p> <p>ongoing</p>	<p>Pupils with a disability have equal access to the life of the school.</p> <p>Parents identify and approach Andrea as the first point of contact.</p>
To promote equality of opportunity	<p>Improve attendance of pupils with SEND.</p>	<p>PSA to track attendance of pupils with SEND and identify potential barriers.</p> <p>PSA to liaise with Early help and relevant staff about ways of overcoming barriers.</p>	<p>PSA</p>	<p>On-going</p>	<p>Improved attendance of pupils with SEND</p>

To promote equality of opportunity	Increase the number of pupils able to complete homework activities.	<p>PSA to work closely with parents who feel unable to fully support their children with their homework due to illness or disability, and provide opportunities for children to complete their homework at school if necessary.</p> <p>Provide opportunities for parents to learn about the calculation methods the children are taught in maths lessons.</p> <p>Offer courses to parents through PSA to support learning in the home</p>	<p>All staff PSAs</p> <p>Maths Co.</p>	Ongoing	More pupils able to take part in homework activities.
To eliminate discrimination	Ensure that parents and carers with SEND are supported to participate as fully as possible in the life of the school.	<p>Office staff/ PSA to inform Inclusion manager when parents or carers completing a child's admission form reveal that they have health issues or a disability.</p> <p>Inclusion manager and PSA to liaise and agree steps to take in order to remove barriers to participation.</p> <p>Staff to monitor the attendance of parents and carers at Parents Evenings and other school events, and make referrals to the Home/school Liason officer when necessary.</p>	<p>Office staff & Inclusion manager</p> <p>Inclusion manager & PSAs</p> <p>All staff</p>	Ongoing	Parents with a disability receive support to be involved in their child's education, and pupils are not at a disadvantage because of their parent or carer's illness or disability.
To eliminate discrimination	Ensure that pupils with EHC plans make expected progress	Pupils with SEND receive targeted support to ensure that they make good progress from relative starting points.	All staff	Ongoing	Pupils have made at least two steps progress by the end of the year.

		Secure partnership with parents and external agencies			
To eliminate discrimination	Ensure that all staff who work with a disabled pupil understand the reasonable adjustments they should make in order to fully include that pupil.	<p>Inclusion manager to support with information on potential adjustments for a range of disabilities when needed.</p> <p>Inclusion manager to arrange appropriate training for all staff who work with disabled pupils.</p> <p>Inclusion manager to liaise with relevant outreach services and ensure their recommendations are implemented.</p>	Inclusion manager	Ongoing	Staff make the reasonable adjustments necessary to include pupils with a disability.
To promote positive attitudes – foster a good relationship between those with a protected characteristic and those who do not	<p>Ensure the school presents a positive image of people with protected characteristics.</p> <p>Ensure that disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils and staff with physical and mental impairments, or who are gay or transsexual) are eradicated, and where instances of homophobic or transphobic bullying occur, these are dealt with robustly, and instances are logged and shared with the</p>	<p>Highlight the achievements of people with protected character in assemblies.</p> <p>Invite adults into school who have a disability or other protected characteristic.</p> <p>Purchase books and resources that present a positive image of people with protected characteristics</p> <p>Ensure a strong PSE curriculum underpins school ethos and expectation</p>	All staff	On-going	<p>Pupils have an increased understanding of disability, accept this as a natural difference, and know that people with a disability can lead successful lives.</p> <p>Pupils are aware of the different protected characteristics, and demonstrate full acceptance towards these pupils and/or staff.</p>

	Local Authority.				
To promote positive attitudes – foster a good relationship between those with a protected characteristic and those who do not	Promote understanding and tolerance between faiths	All year groups organize a trip to a place of worship linked to the RE curriculum	All staff	Ongoing	Pupils demonstrate tolerance towards other religions.
	Continue to educate pupils, staff and parents about child protection issues, e-safety and cyberbullying	Computing curriculum has annual focus on esafety. Workshops for parents and pupils. Inset for Staff. Annual Anti-bullying week. E Safety parent workshops.			
To eliminate harassment	Raise pupils' awareness of disability-related harassment and reduce incidents of bullying related to disability.	Include disability-related bullying when the topic of bullying is addressed. Set up buddy systems for pupils with a disability. Use a 'Circle time activities to support pupils when appropriate. Extend the role of ambassadors within	All staff	On-going	Pupils with a disability are free from disability-related harassment.

		<p>the school</p> <p>Signpost pupils to "Meaningful Minds" counseling service when applicable</p>			
To encourage participation	Encourage the participation of pupils with SEND in the school's activities, including extra-curricular activities.	Monitor the participation of pupils with protected characteristics in school activities and clubs, and take necessary steps to remove barriers to participation.	All staff	On-going	Pupils with a disability have full access to all the school's activities and clubs.