

Federation of Shevington Primary Schools Equality Plan

1. Introduction

This plan sets out how the Federation will continue to work to promote race, religious, disability, sexual and gender equality. The plan will be used to ensure that we always keep our eyes on the ball in relation to equality issues.

This plan addresses our specific duties under the Equality Act 2010 and various other equality legislation.

2. Monitoring

The Federation has a small black and minority ethnic population, a small number of pupils and parents with disabilities and roughly equal numbers of boys and girls. This means that we have duty to monitor carefully the progress, achievement and attainment of any child from a minority group and that of boys and girls. As a non-denominational school we teach the Wigan prescribed syllabus for RE and therefore ensure that there is no religious bias or influence. As a primary school issues of sexual identity rarely arise amongst pupils. However we have a number of same sex parent partners and we treat all family groups equally. As Wigan employees, all staff are recruited using Wigan Council's equal opportunities procedures to guard against unlawful discrimination.

We carry out monitoring procedures on progress, attainment and achievement data as necessary to ensure that children from all groups reach their full potential and to review and amend the schools' curricula if necessary to reflect societal changes.

3. Impact Assessment

All policies will be reviewed over time and as many as possible merged to create Federation policies. This will be an ideal opportunity to review their impact on the larger cohort of children attending all three schools and on those that fall into the particularly vulnerable groups identified.

4. Action Plan to address the General Duty to promote equality

Aims of the plan:

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity	1. Continue to provide a fully inclusive curriculum and opportunities for every child to develop skills, knowledge and understanding. 2. Continue to follow Wigan LA equal opportunity guidelines in relation to recruitment and promotion of staff	Leadership team, Governing Body	On-going		Children from different racial or cultural backgrounds achieve as well as all children as evidenced by pupil tracking data Staff are recruited and promoted fairly and with equal opportunities for all

<p>ii. Eliminate unlawful discrimination</p>	<p>1. Monitor all processes and procedures carried out in school to ensure that none are discriminatory</p> <p>2. Provide appropriate CPD to staff so that they:</p> <ul style="list-style-type: none"> • recognise hate and sexist incidents • are able to promote positive attitudes and deal with incidents 	<p>Gill S All staff</p>	<p>On-going</p>		<p>Staff development, learning resources, literature, visits, visitors, play activities etc are all free from any discriminatory messages</p> <p>Staff feel empowered to promote equality conscious actions, procedures and behaviours and to deal effectively with discrimination</p>
<p>iii. Eliminate all forms of harassment</p>	<p>1. Continue to provide children with a rich and varied curriculum that helps them to understand diversity.</p> <p>2. Use cross-curricular themes to enhance children's understanding e.g. through geography and PSHE and C explore life in India and Africa and children's attitudes to those of Asian origin in this country; through PE explore the adaptations that allow people with disabilities to perform in sport at the highest level</p> <p>3. Implement Behaviour and attendance policy. Follow up all hate / sexist / homophobic incidents according to school policy.</p>	<p>Karen, James, Carly, Gill</p>	<p>On-going</p>	<p>Annual programme of joint events</p>	<p>Children respect others. Children are curious about and interested in diversity. Children can discuss and debate appropriately, issues of race and cultural diversity, disability and gender. All incidents are dealt with quickly.</p> <p>Opportunities provided by the para-Olympics are exploited in 2016</p>
<p>iv. Promote good relations between</p>	<p>1. Develop links with schools in other areas in this country and abroad (currently France and Romania).</p> <p>2. Organise team meetings with outside</p>	<p>Gill, Karen, James, Carly</p>	<p>On-going</p>	<p>Annual programme of joint</p>	<p>The school is actively promoting equality through its procedures, provision and curriculum. This involves all staff and pupils</p>

<p>different groups</p> <p>Encourage participation in the life of the school</p>	<p>agencies / experts to discuss provision for children with complex needs</p> <ol style="list-style-type: none"> 3. Continue to monitor differences in attainment between boys and girls and address these in actions contained in the improvement plan 4. Use PSHE and C programme to develop children's understanding 5. Provide a wide range of extra-curricular activities including sports provided by external agencies that may be more accessible to disabled children 6. Check all extra-curricular providers – are they trained to cater for disabled children? 7. Continue to evaluate via pupil and parent questionnaires, - awareness, knowledge, understanding, and attitudes in order to review and amend the programme 8. Appoint at least 1 child with a disability to each school council 9. Ensure that children with disabilities are properly represented in performances, photos, special events etc 			<p>events</p>	<p>Children's progress, attainment and achievements reflect their true potential and the efforts made by school to provide for any additional needs</p> <p>All pupils are able to access extra-curricular sport and other activities such as peripatetic music tuition, attendance at the residential outdoor education venues</p> <p>Parent / carer review of SEN policy – Autumn 2015</p> <p>Parent questionnaire – general equality issues - Spring 2016</p>
<p>Other actions required</p>	<p>Seek opportunities to broaden the children's awareness of diversity through music, dance, drama and art – curriculum development</p>	<p>Curriculum teams</p>	<p>On-going</p>		<p>Children are aware of a broad range of diverse influences on the arts and can express ideas and preferences.</p>

5. How policies and practice are monitored

- Policies are monitored by senior staff, all staff and Governors on a continuous programme. All policies are monitored for equality.
- Policies are also monitored by parents and children. They are informed about the need to monitor for equality of opportunity and access.

6. How information gathered is used

- Achievement and attainment data from RaiseOnline is analysed for any evidence of under-achievement amongst different groups. This monitoring often involves no more than one of two pupils who can be closely and individually monitored.

7. Staff development

Staff are kept fully aware of developments and requirements in relation to equality. For example opportunities such as school links are sought and used to develop staff awareness and understanding of racial discrimination and the means of countering it.

8. Annual reporting in relation to the Action Plan will occur as part of the Headteacher's summer term report to Governors.

Signed: _____ Chair of Governors

Date:

Report to Governors on equality – Autumn 2015