Equality Policy
Action Plan Updated May 2012

Aims

- To provide a framework for working to implement a cohesive and inclusive school body
- To demonstrate our commitment to challenging racial/disabilities/ gender/ ethnic discrimination and promoting equality and good community relations

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- To promote good relations between persons of different groups, including religious groups to eliminate racism/ sexism/ homophobia/ disabilities in all its forms and to ensure equality of opportunity

- To ensure that the ethos of the school is such that we celebrate our school as a multi-ethnic community: we value cultural diversity and equal opportunities, and we respect the dignity of all.

Responsibilities	Targets	Success criteria	Implementation Date
Governors (GB)	• The GB ensures the review of this policy, initially on a 1 year cycle and thereafter every 2 years.	• Updated Action Plan approved	May 12
		• Nominated Governor agreed and identified sitting on the "Safeguarding" group (vulnerable groups)	May 12
		• General and specific duties carried out in line with policy guidance and as identified within the action plan.	On going
			May 14
		• Policy reviewed May 201 4	
Head teacher	• Ensures that the policy and its related procedures and strategies are implemented, monitored and reviewed	• The specific duties as outlined in the policy have been met	May 12
	• Ensures that *all* staff are aware of their responsibilities.	• The appropriate INSET and information sharing has been implemented.	Sept 10
	• Takes appropriate action against staff or students who racially discriminate	• Any incidents logged and recorded in line with LA guidelines	On going
	• To provide staff and governors with regularly updated information via training and documents.	• Agenda items and minutes will support the sharing of updated information.	On going
	• Actions and targets related to the policy review (via the SEF process) will be assimilated into the school's development plan (SDP).	• School SEF show evidence of policy related targets	On going

	• The Headteacher share policy information with;
	    ➤ Local Authority
	    ➤ Local community groups including SARI, Travellers' Association and
		• Policy update copies acknowledged by identified groups.	May 12

	other relevant community groups ➤ Other school partners		
Deputy/ AST Head	• Maintain a "Safeguarding" group to monitor incidents, actions and processes. To review policies and produce student and parent friendly versions of them. To engage in reviewing the physical and emotional aspects of the school community.	• Safeguarding Group maintained	On going
	• The Safeguarding Group will include representation staff, students and governors/ parents	• The Safeguarding group will consist of; 1x governor representative, 1x member of the senior team, 2x members of staff, 3x representative from the student body. (min)	On going
	• Convene the Safeguarding Group as required to monitor the level of bullying/racist incidents and produce an annual report for the GB.	• 3x meetings per year and production of annual report to GB (to Student Support and Progress)	On going Report in Oct
	• To routinely review the attainment, attendance and progress of vulnerable students, particularly ethnic and SA+ students.	• SIMS and Inclusion register will contain an accurate picture of the number of vulnerable group students. Data review information will contain data on G&T, ethnicity, SEN status. SST/ Attendance group data will review vulnerable groups.	On going
	• To support monitoring activities, the school will log Anti-equality Incidents and provide relevant summary data to legitimate interested parties.	• Log of incidents available at request as appropriate.	On going
	• To promote our commitment to racial harmony through assemblies and publications such as the school newsletter.	• The assembly theme rota identifies and carries out opportunities for celebrating difference.	In place
	• To ensure that a uniform procedure regarding sanctions is used by all members of staff with regard to incidents of racist behaviour.	• The behaviour policy – Levels of consequence- and logging system clearly guides colleagues through a uniform procedure.	In place
	• Ensuring all incidents of anti-equality incidents (for example, bullying/ racism or racial harassment) are dealt with satisfactorily in line with the school policy.	• Action and outcomes from racist incidents follow school guidelines. Sample incidents discussed as part of the Safeguarding group.	On going
	• Visitors and contractors will, where possible, be made aware of, and be expected to comply with the school's equality policy.	• Summary information forms part of the induction pack for visitors, such as supply staff, contractors, etc	On going
	• Send a summary version to all parents within the school and offer the full version to anyone who requests it.	• Policy summary circulated to parents via CS2.	May 12
	• To complete and implement the School accessibility plan.	• A completed plan has a clear set of actions.	Update May 12
HOKS / House Co	• To investigate all incidents of reported unacceptable racial behaviour	• Evidence of incidents recorded in line with the school behaviour policy and / or other related policies.	In place
	• To secure counselling for perpetrators of anti-equality behaviour via SARI	• Outcomes and action following any investigation will demonstrate	In place

	• To provide support for victims of anti-equality behaviour	appropriate support for victims and perpetrators.	In place
	• Celebrate the different cultures, beliefs and backgrounds within our school and community through assemblies.	• The annual assembly themes clearly demonstrate opportunities to celebrate differences.	
	• Ensure the voice of the student is recognised and included in all aspects of the reviewing and monitoring processes.	• Students form part of the Safeguarding group and feedback from year councils and Senate are recorded for the SEF process.	In place
Intervention Manager	• Work closely with the EMTAS LA representative to instigate an action plan	• A clear partnership plan is in place	In place
	• Review the comparable achievement in value added terms by students from vulnerable groups, including ethnic/disabled groups.	• Working with the AST Head, establish clearly defined data which demonstrates the value added attainment of students from SA+, vulnerable, ethnic/disabled groups.	On going
	• Monitor and assess the impact of the policy on pupils of different ethnic groups, in particular, the impact on attainment levels of such students.	• Evidence with the Inclusion Division SEF reflects the effective monitoring of the impact of the policy against value added data.	On going
	• Ensure the student Induction Programme takes account of the specific needs of students from different vulnerable groups, including disabled and ethnic groups.	• Induction Programme criteria includes identification of specific needs.	In place
All Staff	• Dealing with anti-equality incidents, and knowing how to identify racial bias and stereotyping.	• Staff undertaken INSET to raise awareness of policy, in particular, the specific duties	On going
	• To challenge and log all incidents of anti-equality behaviour in accordance with the school policy.	• Behaviour logging system demonstrates recording of incidents in line with policy.	On going
	• Promoting community cohesion by displaying open, fair and equitable treatment both internally and externally.		
	• Keeping up to date with anti-equality and safeguarding legislation by attending school based inset and information opportunities.
• To ensure that the ethos of the school is such that it promotes positive images of all gender, cultural and ethnic groups in all aspects of its work.
• Consider the above when engaged in the school SEF process.	• Faculty SEFs demonstrate how the faculty and / or faculty members strive to challenge racism and racist stereotypes,	On going

		through, for example, teaching and learning resources and teaching techniques.	

Committee: Student Support & Progress
Approved: May 2012
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