

*Pennar Community School*  
**Strategic Equality Plan**  
**2020 – 2024**

**PART A: Scheme Model Text**



**Strategic Equality Plan agreed by Governors:**

.....(Signed by Chair)

.....*Date*

**Scheme due for review:..... January 2024**

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# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

At Pennar Community School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, gender, race, religion or belief, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Pennar Community School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 1.2 Characteristics of our school

*Pennar Community Primary School is in Pembroke Dock in Pembrokeshire. It mainly serves the areas of Pennar, Llanreath and Bufferland.*

*There are 267 pupils aged 3 to 11 at the school, including 30 pupils who attend the nursery part-time. There are 8 classes and a nursery unit. There is a Flying Start facility for children over the age of two.*

*Most pupils' ethnicity is white British. English is the main language spoken in the home of all pupils. No pupils speak Welsh at home. A very few pupils speak English as an additional language.*

*The school has identified around 25% of pupils as having additional learning needs and a very few pupils have a statement of special educational needs. A very few pupils have been excluded over the past 12 months.*

*Around 25% of pupils are entitled to receive free school meals, a figure that is well above the county and national averages.*

## 1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;

- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **1.4 Setting our priorities**

In setting the equality priorities for this school, we will take due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**The priorities for our SEP are set in the light of:**

- Identification summarised in the overview of outcomes (Part B);
- views expressed by stakeholders that have been involved in the development of the scheme;
- consultation held widely as well as representation through the working party;

**Our priorities are:**

### **Children and young people**

- narrowing the attainment gap between different groups of children and young people in the school e.g. children using alternative forms of communication and Looked After Children (LAC);
- challenging race and gender stereotypes in subject choices and career advice.

### **Our school community**

- improving the involvement of disabled children and young people, staff and parents and carers;
- tackling bullying based on race, religion, gender, disability, sexuality or poverty;
- considering objectives to address the causes of any gender gap or differences between groups;
- promoting positive attitudes toward diversity.

## **Our community**

- improving the involvement of children and young people, parents and carers from minority ethnic backgrounds e.g. Gypsy Travellers;
- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language;

# **2. Principles of Our SEP**

## **2.1 Purpose of the SEP**

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and religion or belief as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies. We recognise within this plan the inequality linked to poverty and socio-economic factors.

Our SEP enables us to meet the **duties** under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);
- advance equality of opportunity through vision, strategy and practice;
- foster good relations.

Through our SEP we make links to all our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes between children and young people;
- improve outcomes as described within the Pembrokeshire Children and Young People Plan (CYPP);
- promote community cohesion

## **2.2 A Relevant and Proportionate Approach**

**In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the equality issues within our school and relevant to our plans and policies. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on those plans and policies that have the greatest effect, or potential effect on different stakeholders.**

We also apply proportionality in ensuring that our plans and policies are a **proportionate means of achieving legitimate aims.**

**We do not assume that existing representation alone determines relevance, so we apply the principle of anticipatory duty (see 2.4 below) in helping us to identify what is relevant. We also anticipate that there will be ‘hidden’ equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality.**

We ask whether our plans and policies affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic **monitoring of outcomes, impact assessment and action planning** incorporating the fullest possible **participation of stakeholders**.

## **2.3 Engagement**

**Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement.**

**Our consultative groups and working party include representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our school and organised in such a way as to promote direct participation.**

**The school involves stakeholders including children and young people, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.**

**The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.**

This scheme was completed in conjunction with staff, parents, pupils, governors, representatives from groups with protected characteristics, where available, and local authority officers.

To continue this work, SLT meet with a Parent Strategic Working Party, the Friends of Pennar and continue to liaise with local authority officers.

## **2.4 Anticipation**

**We apply the principle of the ‘Anticipatory Duty’ in all aspects of our SEP which means that we think ahead about how our plans and policies may affect different members of our school. This is embodied specifically in the process of risk assessment where we consider not only the impacts but also the potential impacts, whether positive or negative.**

# 3. Responsibilities

## 3.1 Governing Body

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

## 3.2 Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of the SEP, and that staff apply these guidelines fairly in all situations;
- ensuring that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

## 3.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## 4. The working party

Our working party is involved throughout the planning, monitoring and evaluation of the SEP. The terms of reference of the Working Party are:

- to ensure the involvement of the widest possible range of people representing the different protected characteristics;
- to arrange for the gathering of information relating to all protected characteristics;
- to consider arrangements for impact assessments;
- to report to the SLT team on outcomes of information gathering and impact assessment;

## 5. Information gathering

### 5.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

### 5.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion, e.g. Springboard;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;
- PASS survey;
- KiVa questionnaire

- Attendance data relating to pupils and staff.

## 6. Outcomes

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse). Our outcomes are recorded in summary form on Part B of our SEP: the **Overview of Outcomes**. Where a robust analysis of outcomes reveals poorer outcomes for any particular group it triggers the equality impact assessment process.

## 7. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

**We undertake our impact assessment in a relevant, proportionate and systematic way. In addition to using the Overview of Outcomes as a focused starting point, impact assessments are incorporated into the school's planned review and revision of every policy.**

Every new plan and policy is drawn up with regard to the school's duties as described in this SEP and the appendices, and is subject to the process of impact assessment in relation to potential positive or adverse impacts.

## 8. Action Plans

**We have action plans covering all relevant protected characteristics These describe how we are taking action to fulfil both the general and specific duties.**

**Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.**

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

Our SEP relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan and Safeguarding Policy.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with ESTYN when the school is inspected.

## 9. Publication and reporting

**The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it. It will also be available on the school website.**

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

## 10. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by April 2024.

# Pennar Community School

## Strategic Equality Plan 2020 – 2024

### Appendices

- App. 1** Relevant school plans and policies
- App. 2** Impact Assessment – introduction, templates (becomes Part C of the SEP)
- App. 3** Action Plans – introduction, templates and examples SEP Part D –

## App 2

## Impact Assessment (Becomes Part C of the SEP)

### Why do equality impact assessment (EIA)?

- Allows us to give thought to the effect or potential effect of what we do on all members of our school community, including children, young people, parents/carers, our staff and others;
- Enables us to fulfil the requirements of anti-discrimination and equalities legislation and to promote equality of opportunity for all as we establish a school that is just and fair, where all can flourish;
- Helps us understand why there are different outcomes for various groups or individuals and to plan for change;

### Principles:

- No new policy or policy amendment is applied without having been impact assessed;
- Proportionality and Relevance – identifying and prioritising key plans and policies;
- Ensuring effective participation through the work of the working party;
- Based on evidence – summary/professional judgement/team based at screening stage with more comprehensive evidence drawn into full impact assessment process;
- Managing the process in a systematic and planned way but allowing flexibility to be responsive;
- Using impact assessment to inform change and development in plans and policies;
- Screening based on identifying existing or potential positive or adverse impacts = the two basic questions;

### The process:

- We analyse information drawn together in the Overview of Outcomes to identify the plans and policies relevant to the pattern of outcomes;
- All plans and policies noted above are impact assessed enabling us to identify priorities for full impact assessment and action;
- We use an EIA planning and review schedule of screening and full impact assessment taking into account further identified criteria in addition to the Overview of Outcomes;
- Throughout the year the schedule is used to screen identified PCPs and to do full impact assessments where indicated;
- The results of our impact assessments are recorded very briefly on the schedule and more fully in our reporting on, and publication of EIAs. This also acts as evidence for our school self evaluation.

**EQUALITY IMPACT ASSESSMENT FOR (Insert name of Policy / Plan / Practice) POLICY**

**Identify the aims of the policy, plan or practice and how it is implemented.**

Please enter:

**Equality Impact Assessment: Does this policy, plan or practice impact on any of the following groups? If YES, state negative, positive or neutral impact? Where a positive or negative impact occurs, complete the assessment of the impact and consideration of alternative measures or adjustments**

Protected characteristics:	Disability	Race	Gender	Age	Sexual Orientation	Religion or Belief	Gender Reassignment	Pregnancy & Maternity
Yes / No								
Positive } Neutral } impact? Negative }								

**Assessment of impact (with regard to protected characteristics)**

**POSITIVE impact - Please enter:**

**NEGATIVE impact – Please enter:**

**Consideration of alternative measures or adjustments (in the case of a Negative Impact)**

Please enter:

**Reviewed by:**

**Date:**

**Strategic Equality Plan**

**Appendices**

**App. 1 Regional Equality Objectives**

**App. 2 School Equality Objectives and Action Plan**

## Regional Equality Objectives

### **1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

### **2. Implement Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales.

### **3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

### **4. Reduce the number of NEETs**

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

### **5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

### **6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

## Strategic Equality Plan - Equality Objectives and Action Plan

<b>Equality Objective 1.</b>				
<b>Reduce the attainment gap between boys (lower) and girls in Foundation Phase, particularly in LLC with a view to more equal achievement of FPOI</b>				
<b>Our Research:</b> Analysis of annual data and performance				
<b>Information from Engagement:</b> Learner feedback suggest that pupils respond well to greater choice in learning.				
<b>Data Development:</b> Lexia Lunchtime Literacy Club				
<b>This objective will be judged to be successful if...</b> There is a reduction in the gap between boys' and girls' performance at end of Foundation Phase There is evidence that boys are engaging with learning opportunities more positively in Early Years through to Year 2. Narrowing of the gap between boys/girls attainment in LLC				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Lexia Guided reading	Headteacher Lit Coord	April 2020	July 2021
<i>Progress:</i>				
1.2	Ensure catch up programmes are targeted at an early stage to facilitate early intervention	Assessment Coord ALNCo Foundation Phase Leader	April 2020	July 2021
<i>Progress:</i>				
1.3	Ensure foundation phase challenges/pedagogy include literacy and numeracy skills activities, within a suitably challenging environment.	Teachers	April 2020	July 2021
<i>Progress:</i>				



## Strategic Equality Plan - Equality Objectives and Action Plan

<b>Equality Objective 2.</b>				
<b>Reduce the attendance gap between pupils from disadvantaged backgrounds (lower) when compared with other pupils</b>				
<b>Our Research:</b> Analysis of annual attendance data				
<b>Information from Engagement:</b> Parents in pastoral support meetings report difficulties in supporting good attendance, and that pupils can be disaffected by poor self esteem and expectations.				
<b>Data Development:</b> Additional regular monitoring of specific groups of pupils on intervention database.				
<b>This objective will be judged to be successful if...</b> There is a reduction in the attendance gap between pupils from disadvantaged backgrounds when compared with other pupils. There is evidence that pupils in specific groups as identified on the intervention database make good progress.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Target family learning initiatives towards FSM pupils their parents	Headteacher	Sept 2019	July 2021
<i>Progress:</i>				
1.2	Implement new attendance monitoring systems, and prioritise improvements for families of children with FSM.	Family Liaison Officer	April 2020	July 2021
<i>Progress:</i>				
1.3	Ensure pupils' from FSM families are considered as a priority for target pupil activities	Teachers	April 2020	July 2021
<i>Progress:</i>				



## Strategic Equality Plan - Equality Objectives and Action Plan

<b>Equality Objective 3.</b>				
<b>Monitor and analyse pupil achievement by pupils in other protected groups, and act upon any trends or patterns in the data that require additional support for pupils in order to narrow the gap.</b>				
<b>Our Research:</b> The tracking systems in use at the school require an overhaul to ensure they appropriately monitor pupil progress regardless of which group of learners they fall in to.				
<b>Information from Engagement:</b> Staff do not feel fully knowledgeable about identifying which pupils are from some of the protected groups.				
<b>Data Development:</b> Additional regular monitoring of specific groups of pupils on EduKey database.				
<b>This objective will be judged to be successful if...</b> There is greater knowledge by staff of pupils in protected groups. These pupils can be demonstrated to make at least appropriate progress.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	All teachers to track these pupils on the EduKey database.	Headteacher ALNCo	Sep 2019	July 2021
<i>Progress:</i>				
1.2	Ensure pupils' from these protected groups are considered as a priority for target pupil activities	Teachers Assess Coord ALNCo	September 2019	July 2021
<i>Progress:</i>				
				<i>Jan 19</i>
1.3	Use EduKey, INCERTS and in-house assessment tool to track these pupils	Assess Coord ALNCo Teachers	April 2020	July 2021

## Strategic Equality Plan - Equality Objectives and Action Plan

<b>Equality Objective 4.</b>				
<b>Extend all pupils' opportunity to make a positive contribution to the life of the school</b>				
<b>Our Research:</b> Pupils have very good involvement in decision making about learning, but not in the development of safety and facility development.				
<b>Information from Engagement:</b> School council meetings show that pupils would like to have more input into facility development. Feedback from all pupil voice groups				
<b>Data Development:</b> Use PASS and pupil questionnaires to consider pupils' specific opinions about school safety and access.				
<b>This objective will be judged to be successful if...</b> Facility development has been developed in consultation with pupils Pupil surveys indicate pupils are fully engaged.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Include specific safety and access items on the school council agenda	Pupil voice leader	April 2020	July 2021
<i>Progress:</i>				
1.2	Use PASS and KiVa, analyse results and plan intervention	All staff	April 2020	July 2021
<i>Progress:</i> In place since Sept 18. Used to identify ELSA candidates and to inform classroom planning.				
1.3	Involve pupils and parents in the development of the new curriculum	Headteacher Teachers	April 2020	Ongoing
<i>Progress:</i> Rolled out school wide Jan 19. Nearly all pupils engaged well with this activity.				
				Jan 19

## Strategic Equality Plan - Equality Objectives and Action Plan

<b>Equality Objective 5.</b>				
<b>Improve access to information and learning for parents who are disabled or disadvantaged</b>				
<b>Our Research:</b> We have no record of information requested for specific protected groups, and so we cannot have 'reached' them.				
<b>Information from Engagement:</b> No evidence.				
<b>Data Development:</b> Acquire consultation data from wider sources.				
<b>This objective will be judged to be successful if...</b>  Pupil surveys indicate pupils' are fully engaged.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Implement new record keeping of parents/carers who are in protected groups.	FLO	September 2019	Ongoing
<i>Progress:</i>				
1.2	Ensure all parents have access to information in alternative formats including phone calls/home visits if required. Encourage use of website ad Facebook	Headteacher FLO	September 2018	Ongoing
<i>Progress:</i>				

## Strategic Equality Plan - Equality Objectives and Action Plan

<b>Equality Objective 6.</b>				
<b>Extend how well we publish and promote the Equality Policy to all stakeholders</b>				
<b>Our Research:</b> That staff promote equality well, and that the school serves disadvantaged pupils very well (bucks the national trend for pupils with FSM). However, understanding of the Law and the plan is patchy.				
<b>Information from Engagement:</b> Through discussions and questionnaires with parents it was found that more information needed to be shared to aid understanding of existing discrimination/accessibility policies. Staff discussions showed that members of staff were also unaware of the purpose and aims of the Equality plan.				
<b>Data Development:</b> Further data will be collected from consulting with stakeholders.				
<b>This objective will be judged to be successful if...</b> Parents understand the equality plan and promote equality within our community. Staff extend the good promotion of equality through learning and teaching.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Continue to use the school environment to promote positive attitudes to all protected groups; ensuring that they are represented in posters, books, displays and learning materials.	Teachers	September 2019	Ongoing
<i>Progress:</i>				
1.2	Publish equality plan on website and use newsletters to promote equality	Headteacher	March 2020	Annually
<i>Progress:</i>				
1.3	Continue to promote equality when facilitating Springboard courses	Headteacher FLO	September 2018	Ongoing
<i>Progress:</i>				

