

EQUALITY ACTION IMPACT: MAY 2019

Objectives	Rational for objective	Success Criteria	Actions	Timescale / Lead	Impact
GENERAL DUTY: Schools are required to have “due regard” to the need to: Eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; foster good relations.					
To deal adequately with any discrimination.	It is essential that if people feel they are the victim of discrimination that this is resolved.	<p>Systems are in place to record incidents.</p> <p>These are then used to review actions and their impact – and to report to governors to do the same.</p> <p>Procedures to manage discrimination are clear to staff.</p> <p>Procedures are followed in order to reach resolution.</p>	<p>Governors to review and anti-bullying behaviour policies, with staff made aware of procedures.</p> <p>Logs that record discrimination to be maintained by senior staff and reviewed with governors.</p> <p>Feedback to be gained from victims of discrimination in order that their views on how effective our policies are can be taken on board.</p>	<p>Policies reviewed by SP and governors by end April 2019 and July 2019 respectively.</p> <p>Staff to have adopted practises once reviews complete.</p> <p>Logs and procedures to be evaluated and numbers of incidents to be reported to governors and analysed termly.</p>	<p>Anti-bullying policy rewritten with clear reference to the Equalities act. Parents were consulted and the policy adopted. Use of ‘negative behaviour’ structures has led to parents being happy with how matters are dealt with.</p> <p>Anti-bullying procedures adopted.</p> <p>Incidents and types of bullying explored in full by governors termly ensuring systems are robust.</p>
To set a culture within which discriminatory behaviour by adults /	If the school has a strong identity of being welcoming and not tolerating anyone ‘feeling like an outsider’ this will positively affect	The Community knows that we have an inclusive ethos that doesn’t tolerate discrimination.	Display around the school a ‘diversity’ statement which shows what we believe in, sharing this with parents.	SP, staff and governors to design and display by end Feb 2019.	<p>Diversity statement on display and used when new parents visits to demonstrate our ethos.</p> <p>Assemblies have taken place to</p>

<p>children is unlikely.</p>	<p>how everyone relates to each other. Sometimes this starts from children not being secure in their own identity.</p>	<p>Children are (allowed to be) brave enough to be themselves, even if that means being different.</p> <p>Children can talk about what it means to feel like an outsider and they understand how that could happen to members of their community.</p>	<p>Use assemblies to teach children how we have to allow people to be themselves, even if they want to be different. Also work on children being brave to share how they are different. Also draw out occasions where people might feel like outsiders and how we can avoid those situations.</p>	<p>Continuous, with this a particular theme throughout 2018-19 – using guidance from ‘No Outsiders’ by Andrew Moffat.</p>	<p>celebrate difference and to encourage children to enable people to be themselves. Surveys carried out show children do fee able to be themselves.</p> <p>Thoughts journals that children have completed demonstrate that they are thinking hard about ensuring they don’t make anyone feel like an outsider.</p>
<p>To ensure everyone visiting Clinton feels welcome.</p>	<p>The school community is diverse, with adults and children with protected characteristics. If children are to thrive, then it’s crucial the culture is accepting.</p>	<p>All visitors feel at ease and welcome in school.</p> <p>Children from all backgrounds are happy at school.</p>	<p>Promote how we feel about accepting people with different characteristics via displays in the school hall, through celebration of children’s work with parents via school communications (often through collection of their thoughts), and in any other way that presents itself.</p>	<p>Continuous, with this a particular focus throughout 2018-19.</p>	<p>Displays in school hall have promoted diversity across a wide range of themes, including gender, homophobia, race equality etc. This has added to the sense of inclusion as part of the school’s culture.</p>
<p>To heighten children’s awareness of what sorts of behaviours can make people feel like outsiders.</p>	<p>Children aren’t always aware of how behaviours / things we say affect others, making them feel like outsiders. They can be unaware of how we people who are different to us might feel – or be treated.</p>	<p>Children know more how people might be made to feel like outsiders.</p> <p>Children are more knowledgeable about differences between people and are accepting of these.</p>	<p>Teach No Outsiders curriculum throughout the school, with 5 lessons taught in each class.</p>	<p>All teachers, starting in Jan 2019.</p>	<p>No outsiders curriculum embedded, with texts used in every class, once per half term, to tackled different elements of the equalities act.</p>

<p>To get children to see great value in people with different characteristics so that their role models are from a broad set of people.</p>	<p>Tolerance and respect is the least we should expect. We want children to be inspired by people with different characteristics.</p>	<p>Children have positive experiences interacting with people from other cultures and characteristics e.g. through Black history month, celebrating women in science etc.</p>	<p>Ensure there are lots of opportunities for children to hear about other faiths from the local community. Build contacts and visits.</p> <p>Strengthen links with schools in other countries.</p> <p>Build stronger link with Global Care to develop interest in our sponsored child.</p> <p>Ensure curriculum addresses a range of 'world' issues.</p>	<p>Staff teaching RE.</p> <p>Build in a visit and a visitor in each year-group.</p> <p>Staff teaching French throughout 2018-19. Residential visits to France.</p> <p>April 2019</p> <p>Review April 2019</p>	<p>RE visitors have included those from Judaism, Hinduism, Sikhism, Christianity, Islam and year 4 children have visited the Gurdwara this year.</p> <p>School linking with a French school has been successful with children sending and receiving writing as well as audio clips. Residential to France celebrated culture and provided a positive experience abroad.</p> <p>A link has been forged and Year 5 will be writing to our sponsored child in India to find out more about the importance of education – and to empathise with someone from a different background.</p> <p>World issues such as deforestation, Indian land rights, immigration, poverty, water care, global warming, have all been integral parts of the curriculum in several yeargroups.</p>
<p>To use a variety of data gathered in a range of ways to ensure groups of</p>	<p>Without proper evaluation, discrimination may be happening unconsciously OR it may be that 'positive</p>	<p>Where data shows particular groups of children seemingly making less progress, or attaining less, gaps begin to narrow.</p>	<p>Termly pupil data analysis completed along with planning to address needs. (This to become half termly where an issue arises).</p>	<p>Termly</p>	<p>Data analysis has flagged up areas where school can address inequalities. As with the National picture, not as many boys are writing at the higher levels this has been addressed with our target of 1 boy per class per year</p>

<p>children / staff are equally involved and do equally well.</p>	<p>discrimination' is necessary in some instances to improve equity.</p>	<p>Where there appears to be inequality of opportunity for staff, this is addressed.</p>	<p>Annual review of staffing (including success with performance management) to be completed.</p>	<p>Carried out in December each year from 2019.</p>	<p>making rapid progress in order to reach that level, firmly on track.</p>
<p>To ensure all children can access the curriculum (including the wider curriculum) as fully as is reasonably possible.</p>	<p>Children should not miss out on activities, in comparison with their peers for any reason, as this is not equitable. Alternatives / adjustments must be made available as far as is reasonably possible.</p>	<p>All children can access their year-group trips.</p> <p>All children can access the school curriculum (as much as is possible with reasonable adjustment).</p>	<p>Evaluate upcoming school trips to ensure all children can take part. Adjust the trip or make alternative arrangements as far as is reasonably possible.</p> <p>Evaluate access to the curriculum (including the wider curriculum) each time an Individual Education Plan is reviewed. Ensure barriers are removed as well as possible.</p> <p>Termly review of those attending clubs / trips in order to evaluate success of accessibility planning.</p>	<p>Continuous</p> <p>In line with IEP review cycle.</p> <p>Termly.</p>	<p>All children have had the opportunity to take part in all trips, with adaptations made to enable that.</p> <p>Children are successful with IEPs, with 84% of targets met in the Spring term.</p> <p>Trips have been evaluated as being successful. Fuller evaluations to be built in.</p>