



# **Single Equality Scheme** **and Accessibility Plan**

**March 2017**

**To be reviewed March 2018**

## Policy Statement

Etruscan Primary School is in a diverse and multicultural area which is committed to serving its community.

This Single Equality Scheme for Etruscan Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

### **Legal framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in 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.

### **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

#### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

**Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognized
- religion, belief or faith background
- sexual identity.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

### **Ethos and organization**

. We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Addressing prejudice and prejudice-related bullying

**The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:**

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example

- antisemitism and Islamophobia, and those that are directed against Gypsies, Roma or Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

The Federation Board of Governors is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the Federation Board of Governors has a watching brief regarding the implementation of this policy.

The Executive Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Head Teacher and Federation Board of Governors.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.



## Appendix 1

### Opportunities to promote equality

**These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- access arrangements for national tests
- behaviour management approach and sanctions exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, visits and visitors
- school sports
- employees' and staff welfare
- personalised learning including pupil passports for children with SEND and appropriate interventions to support pupils with SEN or EAL and those new to the U.K.
- monitoring of attendance
- monitoring of pupil mobility
- support for pupils undertaking extended visits abroad
- signposting parents and carers to other agencies where appropriate
- Promoting respect through the school values
- Promoting the development of SMSC
- Promoting British values
- Opportunities for Spiritual development through collective worship, the school ethos, a reflection space and a room for prayer where requested
- Development of our school contribution to the Local Offer

## Appendix 2 National, Local and School Context

### 2011 Census First Release

#### .Population

The population of Stoke-on-Trent was recorded as **249,000** - The highest recorded level since before the 1991 Census.

This compares with the 2001 Census figure of 240,636 - a 3.5% increase in total population. This compares with a 7.8% increase seen across England & Wales and a 5.2% increase across the rest of Staffordshire.

#### Age breakdown

Looking at particular age ranges –

The largest change has taken place in the younger age ranges – with a 9.6% increase in the number of children aged 0-9 years to 31,300 persons. This is significantly above the national increase of 3.6% and in stark contrast to the decrease of 3.8% seen across the county.

A further 7.2% increase has been observed in young adults aged 15-24 to 35,100 persons. While significant, this is below the 13.4% increase seen across the county and the 15.9% increase seen across England & Wales over the 2001-11 period.

#### An ageing population?

Across Stoke-on-Trent the population aged 65 and over has decreased by 0.8% (down 300 persons to 38,800 over the 2001-11 period).

This compares with a 10.9% increase seen across England & Wales and a 24.5% increase (\*) across the rest of Staffordshire over the same period.

(\*) – The largest increase in any county in England.

#### Households

The number of occupied households has increased from 103,196 to 107,900, an increase of 4.6%. Average household size has therefore marginally decreased from 2.33 persons per household to 2.30 – in-line with trends observed elsewhere.

#### Demographics

The school is located in the Etruria and Hanley ward of Stoke on Trent with some living in the Shelton and Hanley Park ward. A small number of pupils travel from other wards in the city.

### **Etruria and Hanley**

In the 2011 census the population of Etruria and Hanley was 6,719 and is made up of approximately 47% females and 53% males.

The average age of people in Etruria and Hanley is 34, while the median age is lower at 31.

70.5% of people living in Etruria and Hanley were born in England. Other top answers for country of birth were 8.4% Pakistan, 1.1% India, 1.0% Bangladesh, 0.8% North Africa, 0.7% China, 0.7% Wales, 0.7% Scotland, 0.5% Zimbabwe, 0.4% Iran.

76.7% of people living in Etruria and Hanley speak English. The other top languages spoken are 4.5% Urdu, 2.8% Panjabi, 1.7% Kurdish, 1.6% Arabic, 1.5% Polish, 1.0% Bengali, 0.9% Slovak, 0.7% All other Chinese, 0.7% Persian/Farsi.

The religious make up of Etruria and Hanley is 40.4% Christian, 30.6% Muslim, 18.9% No religion, 0.7% Hindu, 0.6% Sikh, 0.4% Buddhist, 0.1% Atheist. 496 people did not state a religion

### **Appendix 3 School data - pupils (Raise on line 2015)**

<b>School Characteristics</b>		
	<b>School</b>	<b>National</b>
<b>Number of pupils</b>	<b>348</b>	<b>269</b>
<b>% girls</b>	<b>46.8</b>	<b>49.0</b>
<b>% known to be eligible for FSM</b>	<b>37.4</b>	<b>26</b>
<b>% Minority Ethnic Groups</b>	<b>92.9</b>	<b>30.7</b>
<b>% First Language believed not to be English</b>	<b>78.5</b>	<b>19.5</b>
<b>% SEN Support</b>	<b>37.6</b>	<b>13.0</b>
<b>%SEN Statement or EHC plan</b>	<b>1.4</b>	<b>1.4</b>
<b>%Stability</b>	<b>81.3</b>	<b>85.9</b>
<b>Deprivation indicator</b>	<b>8.7</b>	<b>0.24</b>

**Special Educational Needs (Raise on line 2015)**

Etruscan Primary School (URN: 133328 DfE No. 8612002)  
**Context**

**Table 1.1.4: Main SEN Type - 3 year trend (PriSec2.6.1)**

<b>Main SEN</b>	<b>SEN support</b>			<b>Statements/EHC plan</b>		
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Specific Learning Difficulty	-	-	1	0	0	0
Moderate Learning Difficulty	-	-	79	1	0	0
Severe Learning Difficulty	-	-	0	0	0	0
Profound & Multiple Learning Difficulty	-	-	0	0	0	0
Social, Emotional and Mental Health	-	-	9	1	0	0
Speech, Language and Communication Needs	-	-	41	1	2	2
Hearing Impairment	-	-	0	2	2	2
Visual Impairment	-	-	0	0	0	0
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	1	1	1	1
Autistic Spectrum Disorder	-	-	0	1	1	0
SEN support but no Specialist Assessment of type of need	-	-	0	-	-	0
Other Difficulty/Disability	-	-	0	0	0	0
<b>School total</b>	-	-	131	7	6	5
<b>Percentage of school roll</b>	-	-	37.6	1.9	1.7	1.4

The ethnic make up of the school is:-

**Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)**

These data are derived from the categories recorded for your pupils at your school from the School Census.

Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Etruscan Primary School (URN: 133328 DfE No. 8612002)

**Context**

**Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)**

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2013	2014	2015	2015
<b>White</b>				
British	12.2	9.2	7.1	70.4
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	1.1	0.8	0.3
any other White background	0.4	1.1	0.8	5.1
<b>Mixed</b>				
White & Black Caribbean	0.0	0.4	0.4	1.4
White & Black African	1.1	0.4	0.4	0.6
White & Asian	1.5	1.1	1.2	1.1
any other mixed background	0.7	1.5	1.6	1.8
<b>Asian or Asian British</b>				
Indian	0.4	0.4	0.4	2.7
Pakistani	65.6	67.0	67.1	4.1
Bangladeshi	3.0	3.4	3.2	1.7
any other Asian background	2.2	1.5	2.0	1.7
<b>Black or Black British</b>				
Caribbean	0.0	0.0	0.0	1.3
African	5.9	3.8	7.5	3.5
any other Black background	1.9	1.9	0.4	0.7
<b>Chinese</b>	1.1	1.1	0.4	0.4
<b>Any other ethnic group</b>	4.1	5.7	6.7	1.6
<b>Parent/pupil preferred not to say</b>	0.0	0.0	0.0	0.5
<b>Ethnicity not known</b>	0.0	0.0	0.0	0.5
<hr/>				
<b>First language</b>				
English	23.3	21.5	21.4	82.5
Other	76.7	78.5	78.2	17.3
Unclassified	0.0	0.0	0.4	0.2

**Other vulnerable or minority groups.**

The percentage of children known to have a disability is 1.4%

There is currently one looked after children.

The percentage of Asylum seekers or Refugees is **????**

The percentage of young carers is 0.7%

**Attendance and exclusion data (RAISEonline 2015)****School Level Absence and Exclusions - 3 Year Trend (Trend\_1)****Absence and exclusions****School Level Absence and Exclusions - 3 Year Trend (Trend\_1)****Table 2.1.1**

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2013			2014			2015		
	School	National average for primary schools	Median trendline for school's FSM <sup>†</sup> level	School	National average for primary schools	Median trendline for school's FSM <sup>†</sup> level	School	National average for primary schools	Median trendline for school's FSM <sup>†</sup> level
<b>Absence</b>									
% Persistent absentees- absent for 15% or more sessions	7.5	3.6	4.7	4.0	2.8	3.2	5.5	2.7	3.2
% of sessions missed due to Overall Absence	6.4	4.8	5.5	4.7	3.9	4.2	4.7	4.0	4.4
<b>Exclusions</b>									
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	0.00	0.02	-	-	-	-
% pupils with 1 or more fixed term exclusions	0.28	0.45	-	0.00	0.49	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.18	-	0.00	0.21	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.28	0.87	-	0.00	1.01	-	-	-	-

## Appendix 4 – Pupil Achievement data 2016

### Foundation Stage (2014 – 2016)

	School 2014	National 2014	School 2015	National 2015	School 2016	National 2016
% achieving a good level of development (expected or exceeding in all 3 prime areas plus literacy and mathematics)	45%	61%	51%	66%	56%	69%

- The % of pupils achieving a GLD has increased by 12% since 2014
- Stable pupils saw a higher % of achievement – see below.
- GLD for Children who entered our Foundation stage in Nursery (stable pupils) (Sept 2014) was 75.6%
- GLD for children who entered our Foundation Stage in Reception (stable pupils) (Sept 2015) was 67.3%

### Year 1 Phonics Screen (2014 – 2016)

Phonics screening	2014		2015		2016	
	School	National	School	National	School	National
% year 1 achieving 'Wa' level	41%	74%	72%	77%	83%	80.5%
% year 2 achieving 'Wa' level	57%	66%	87%	64%	77%	67%

- % Year 1 pupils passing the phonics screen has increased by 42% since 2014 and is above the national average
- % Year 2 pupils passing the phonics screen has increased by 20% since 2014 and is above the national average

### Key Stage 1 2014-2015

	2014		2015					
	School	National	School	National (4)	Pupil Premium	Non Pupil Premium	SEN School	SEN National
L2+ Reading	89%	90%	77%	90%	78%	77%	61%	60%
L2+ Writing	78%	86%	79%	88%	78%	80%	67%	51%
L2+ Maths	93%	92%	79%	93%	72%	83%	67%	67%

<b>L2B+ Reading</b>	62%	81%	67%	82%	72%	63%	33%	41%
<b>L2B+ Writing</b>	40%	70%	54%	72%	50%	57%	11%	25%
<b>L2B+ Maths</b>	71%	80%	62.5%	82%	61%	63%	28%	41%
<b>L3+ Reading</b>	18%	31%	25%	32%	28%	23%	0	6%
<b>L3+ Writing</b>	0	16%	4%	18%	0	7%	0	2%
<b>L3+ Maths</b>	11%	24%	12.5%	26%	11%	13%	0	5%

### Key Stage 1 2016

This year's data should not be compared to past years' due to the change in curriculum and assessment criteria.

End of Key Stage 1 Outcomes 2016	School	National	Pupil Premium	Non Pupil Premium National	SEN School
<b>Reading</b>	<b>44%</b>	<b>74%</b>	<b>50%</b>	<b>78%</b>	<b>25%</b>
<b>Reading Greater Depth</b>	<b>9%</b>	<b>24%</b>	<b>19%</b>	<b>27%</b>	<b>0</b>
<b>Writing</b>	<b>35%</b>	<b>65.5%</b>	<b>50%</b>	<b>70%</b>	<b>17%</b>
<b>Writing Greater Depth</b>	<b>2%</b>	<b>13%</b>	<b>6%</b>	<b>16%</b>	<b>0</b>
<b>Maths</b>	<b>47%</b>	<b>73%</b>	<b>50%</b>	<b>77%</b>	<b>25%</b>
<b>Maths Greater Depth</b>	<b>0</b>	<b>18%</b>	<b>0</b>	<b>20%</b>	<b>0</b>

### Key Stage 2 Attainment (2014 – 2015)

	2014	2015	2014	2015	PP		Non PP		SEN School	SEN National
					School	Nat	School	Nat		
<b>L4+ reading, writing &amp; maths combined</b>	49	66	79	80	72	70	60	85	18	43
<b>L5+ reading, writing &amp; maths combined</b>	17	24	24	24	22	13	25	29	0	3
<b>L4+ SPAG</b>	76	71	76	80	72	71	70	84	27	45
<b>L4+ reading</b>	80	79	89	89	83	83	75	92	55	68



<b>L4+ writing</b>	66	74	85	87	78	79	70	90	45	57
<b>L4+ maths</b>	78	71	86	87	78	80	65	90	27	64
<b>L5+ SPAG</b>	44	44	52	56	50	43	40	61	0	17
<b>L5+ reading</b>	22	41	50	48	39	34	45	55	0	17
<b>L5+ writing</b>	17	28	33	36	28	22	30	42	0	6
<b>L5+ maths</b>	27	38.5	42	42	44	28	35	48	0	13
<b>L6+ SPAG</b>	0	8	4	4	0	No Data	14	No Data	0	n/a
<b>L6+ reading</b>	0	0	0	0	0	No Data	0	No Data	0	n/a
<b>L6+ writing</b>	2	5	2	2	0	No Data	9.5	No Data	0	n/a
<b>L6+ maths</b>	0	5	9	9	0	No Data	9.5	No Data	0	n/a

- Combined L4+ increased to 66% which was above the floor target of 65%
- Combined L5+ was in line with the national figure
- Attainment at L6+ in SPAG and writing were higher than the national figure

### **Key Stage 2 Progress (2014 – 2015)**

	2014	2015	2014	2015	PP	Non PP (other)		SEN (SEN support)		EHC/ Statement	
					School	School	Nat	School	Nat	School	Nat
<b>2 levels progress Reading</b>	95.0	92	91	91	94	89	92	82	83	100	49
<b>2 levels progress Writing</b>	86.0	89	93	94	89	89	95	77	88	100	54
<b>2 levels progress Maths</b>	95.0	78	89	90	83	74	91	55	79	50	47
<b>3 levels progress Reading</b>	39.5	41	35	33	39	42	33	No Data Available			
<b>3 levels progress Writing</b>	39.5	54	33	36	50	58	37				
<b>3 levels progress Maths</b>	21.1	46	35	34	56	37	37				

- The school met the floor target for 2 levels progress in reading and exceeded the national average for 3 levels progress across all subjects
- Children eligible for Pupil Premium exceeded the national average at 2 levels of progress in reading and at 3 levels of progress across all subjects

### **Key Stage 2 2016**

The National Association of Head Teachers urges caution in the use of test data from primary schools in 2016. As a result of dramatic changes to the tests themselves and mistakes in their design, the data is not a reliable measure of school or pupil performance. It should not be compared to past years or to results in other schools. The government have also urged caution in the use of the results.

Average Progress	School	National	School Pupil Premium
Reading	2	0	1.98
Writing	2.9	0	3.41
Maths	1.7	0	2.83

- The school met the floor target for progress in all three subjects

% achieving the expected standard or above	School	National	School Pupil Premium	National Other
Reading	41%	66%	35%	71%
Writing	54%	74%	50%	79%
Maths	49%	70%	45%	75%
Grammar, punctuation and spelling	61%	72%	50%	78%
Reading, writing and maths combined	29%	53%	30%	60%

% achieving a high level of attainment	School	National	School Pupil Premium	National Other
Reading	10%	19%	15%	23%
Writing	12%	15%	15%	18%
Maths	10%	17%	5%	20%
Grammar, punctuation and spelling	12%	22%	25%	27%

Reading, writing and maths combined	2%	5%	0	7%
-------------------------------------	----	----	---	----

Average Score (100 is at the expected standard)	School	National	School Pupil Premium	National Other
Reading	99.6	102.6	99.1	103.8
Writing	100.8	103	n/a	n/a
Maths	102	104	100.9	104.1
Grammar, Punctuation and Spelling	102.1	104	101.8	105

- The school were slightly below the expected standard in reading but above in writing, maths and grammar, punctuation and spelling

## Appendix 5

### Links With Other Settings and Agencies

We work with a variety of other agencies and settings to eliminate discrimination, advance equality of opportunity and foster good relations with regard to all the protected characteristics. Working with these settings assists us to enrich the curriculum for pupils, engage with our community, provide training and development opportunities for all stakeholders and narrow the gaps between different groups.

Current links include:

- Thomas Boughey Nursery School
- St Marks Primary School
- Seven Stars Collaboration (St. Mark's, Etruscan, Thomas Boughey, Forest Park, Abbey Hulton, Carmountside, Werrington)
- Thistley Hough Academy
- St. Peter's Academy
- Birches Head Academy
- Co-Operative Academy (Formerly Brownhills High School)
- Kemball Special School
- Abbey Hill Special School
- Watermill Special School
- Stoke on Trent College
- Stoke on Trent Sixth Form College
- Staffordshire University
- Manchester Metropolitan University
- SEND services
- Educational Psychology
- City Music School
- YMCA
- Bee Active sports
- Social Care
- St. Mark's Church
- Britannia Teaching School Alliance
- Keele University
- Stoke Speaks Out
- City Central Mosque
- Beresford Street Mosque
- Children's Services
- Our Health 5-19
- Speech and language Therapists
- Integrated Family Intervention Service
- Physiotherapist
- Community Paediatricians
- CAMHS
- Stoke Speaks Out
- Family Learning
- PM training
- Potteries Museum and Art Gallery
- Hanley Library
- Special Educational Needs and Disability Information and Advice Service (SENDIAS)
- Staffordshire police
- Hanley Community Fire Station
- Citizen's Advice Bureau
- Young Carers
- ARCH
- Worcester University

## **Appendix 6**

### **Other Relevant Policies**

We have adopted the relevant Local Authority H.R policies with regard to pay, recruitment and staffing.

Relevant school policies include

Behaviour Management  
SEN  
R.E  
Collective Worship  
Anti – Bullying  
SMSC  
Curriculum  
Pupil Premium Statement

## Action Plan Objectives

Link to Public Sector Equality Duty	Protected characteristic	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Evaluation
All aspects	All Characteristics	To set up a working party including representatives of all stakeholders to review this scheme regularly	All stakeholders	Invite representative s from all stakeholders to form a working party. Circulate policy and meet at least once each year to review objectives.	SLT	Spring 2017	
Advance equality of opportunity	All Characteristics	To ensure equal opportunities are available to all stakeholders in recruitment, CPD and training	All stakeholders	Implement fair recruitment processes and keep records. Ensure CPD is available to all using PM. Keep records of training.	SLT Business manager	Ongoing	
Advance equality of opportunity	Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Minority ethnic groups	Pupil progress meetings Tracking sheets Data analysis	Executive Head Teacher SLT	At end of each school term.	
Advance equality of opportunity	SEN	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Pupils with SEND	Pupil progress meetings Tracking sheets Data analysis	Executive Head Teacher SLT	At end of each school term.	
Advance equality of opportunity	SEN	Further embed new SEN code of practice	Pupils with SEND	CPD for staff. Review and update SEND policy. Develop and publish school offer.	Executive Head Teacher SLT SENCO All staff	Summer 2016 onwards	
Advance equality of opportunity	Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Boys Girls	Pupil progress meetings Tracking sheets Data analysis	Executive Head Teacher SLT	At end of each school term.	
Advance equality of opportunity	Gender	To narrow the gap in attainment between boys and girls	Boys Girls	Pupil progress meetings Tracking sheets Data analysis	Executive Head Teacher SLT	At end of each school term.	
Advance equality of opportunity	Disability	To ensure access to the building and classrooms for stakeholders with disabilities	Any stakeholder with a disability	Ensure classrooms situated on ground floor when necessary Review access and make adjustments as necessary There is a lift to 1 <sup>st</sup> floor and a fire evacuation chair.	Federation Board of Governors Executive Head Teacher Inclusion Leader	As needs arise.	

Link to Public Sector Equality Duty	Protected characteristic / Vulnerable group	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Evaluation
Advance equality of opportunity	Disability	To make auxiliary aids available to pupils with disabilities where practical and reasonable	Pupils with disabilities	Seek advice from relevant professionals (OT, Physiotherapist, HI team, VI team). Provide aids when practical and reasonable	Federation Board of Governors Executive Head Teacher Inclusion Leader	As required	
Advance equality of opportunity	Disability	To make reasonable adjustments to the curriculum for pupils with disabilities	Pupils with disabilities	Consider the specific needs of individual pupils with disability when planning curriculum activities including visits and make adjustments as necessary.	Federation Board of Governors Executive Head Teacher Inclusion Leader	As required	
Eliminate discrimination	Race	Monitor and analyse racist incidents occurring within school	Minority ethnic groups	Ensure staff are aware of procedures and complete forms as required. Regularly review any incidents which occur and take any necessary action.	Executive Head Teacher SLT All Staff	Each term and as required	
Eliminate discrimination foster good relations	All protected characteristics	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	All pupils	Plan opportunities for pupils to learn about and from a diverse range of groups and individuals. Eg. through classroom activities, visitors in collective worship visitors with disabilities, and special events such as HMD, refugee week, Interfaith week.	Executive Head Teacher SLT All Staff	Reviewed each half term	
Eliminate discrimination foster good relations	All protected characteristics	To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	All pupils	Plan opportunities for pupils to learn about and from a diverse range of groups and individuals. Eg. through classroom activities, visits to places of worship, visitors into school.	Executive Head Teacher SLT All Staff	Reviewed each half term	
Foster good relations	All protected characteristics	To promote cultural development and understanding through a range of experiences both in and beyond the school	All pupils	Plan arrange of activities in and out of school including classroom activities, visits, visitors and extra-curricular activities including sport, arts and music.	Executive Head Teacher SLT All Staff	Reviewed each half term	

Advance equality of opportunity	All protected characteristics	To continually consider how well the school ensures equality of opportunities to its pupils	All pupils	Regularly review policies, procedures and curriculum to ensure equality of opportunity.	Federation Board of Governors Executive Head Teacher SLT	Each term	
Advance equality of opportunity	LAC	To ensure that high quality PEPs are developed and implemented for all LAC	LAC	Liaise with SW and carers as required to ensure PEPs meet children's needs and promote achievement.	Link governor Designated teacher	As required for pupils who are LAC	
Advance equality of opportunity	Young carer	To continually consider how well the school ensures equality of opportunities to its pupils who are young carers		Liaise with parents and outside agencies to ensure that the children's needs are met and that they have opportunities to take part in extracurricular activities.	Link governor Designated teacher	As required for pupils who are young carers	