

Equalities Action Plan 2017-2020

School: Northern House School			Date: March 2017		
Identifies issues drawn from your conclusions	Actions needed – how will the school or policy be amended?	Lead	Completed by	Monitoring required	Expected outcomes
Disability					
Access to and movement around the site. Grade II listed buildings cannot be modified further.	All new buildings need to be DDA compliant. Room usage will be considered enabling stakeholders full access to core areas.	HT	Ongoing	Yes	New building and buildings other than Grade II listed will be fully accessible to learners and the wider community.
Learning spaces in the new buildings are set up in a way that enables access for stakeholders with mobility difficulties.	Staff to be aware of DDA regulations regarding widths of corridors and ensure that their classrooms are compliant	All staff	Ongoing	Yes	Visitors feel welcomed and catered for without the need for significant rearrangement of furniture.
Ethnicity, Culture, Religion and Belief					
Staff and pupils are not supported to share their culture or faith with others.	Opportunities sought for staff and pupils to share their cultures and faith with the wider community. Celebrating diversity and sharing first-hand knowledge.	DHT RE SL	March 2018	Yes	School community is better informed of the diversity of our school and more knowledgeable about different cultures and beliefs.
Lack of experience of other cultures and religions due to limited mobility	Assembly programme to ensure that festivals from the 6 world religions are discussed and celebrated.	HT, DHT RE SL	March 2018	Yes	Pupils' knowledge and understanding is enriched through the use of

					celebrations to teach about belief and culture.
Lack of exposure to the wider world, having a limited understanding of the diversity of humans	Specific Geography focus on discovery of the world. Introduction of a passport to the world or cultural week topic to broaden experience.	HT DHT Hum SL	Ongoing	Yes	Pupils have a broader awareness of the world around them and can discuss different cultures in a positive way.
Gender					
Resourcing tends to focus on the needs of boys, girls as a minority group can be overlooked.	Invest in toys and games that enable the school to promote gender neutral play. Ensure that all pupils have equal access to toys that are generally associated as specifically boys or girls.	HT	March 2018	Yes	Pupils engage in play involving a range of toys and do not feel that they cannot play with toys that are gender specific.
Girls remain a minority group in the school and although where possible they are grouped together, they do not have many opportunities to socialise more widely.	Survey the girls and see what kind of activities they would like to do. Set up a positive group for the girls and ensure that it occurs regularly.	HT DHT	Ongoing	Yes	Girls feel valued as a group and have an increased number of opportunities to socialise. Improved social skills and confidence in friendships.
Sexual Orientation					
Pupils continue to have a limited experience of the diversity of	Ensure that the Library and classroom book corners have a range of texts that explore different family structures.	HT PSHE lead	March 2019	Yes	Pupils have a wider understanding and experience of different

relationships.	Use of Stonewall materials regarding different families. Exposure to texts such as 'The Boy in a Dress' to raise issues such as transgender.				relationships and family arrangements.
Potential isolation and marginalisation of those of minority sexual orientation.	Anti-Bullying policy. Prejudice based bullying INSET. Zero tolerance of homophobic and transgender bullying. Staff confident in challenging and tackling homophobic bullying.	HT DHT All staff	Ongoing	Yes	Any bullying incidents are recorded and managed effectively. Pupils are more knowledgeable and respectful of difference. Pupils know that the use of homophobic language is unacceptable.
Pupils general lack of understanding of difference due to lack of experience.	The use of 'Teaching the Equality Act in the Primary school' programme in assemblies and PSHCE. Investment in picture books that reflect positive stereotypes and diversity. Positive engagement with parents.	HT PSHE SL	March 2019	Yes	Pupils and staff have an increased understanding of the Equality Act. Pupils are able to discuss diversity from understanding.
Community Cohesion					
Difficulties engaging with the local community and our pupils' local	Establish the Didcot Early Nurture Centre and develop a better understanding of partnership working.	HT LS JF	May 2017	Yes	Pupils are able to remain within their mainstream settings and

communities due to being a countywide resource.	Keep children within the local community, reducing social isolation and marginalisation.				develop appropriate skills and relationships to support them.
	Build closer links with the secondary schools that are pupils move on to, developing a sense of community.	HT	Ongoing	Yes	Pupils and families are able to make more informed choices regarding placement. Links reduce isolations for staff and pupils.