

## **Equality Policy and Action Plan 2016-2019**

### **Why we have developed this Equality Policy**

This Equality Policy for Sir Robert Geffery's 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. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

### **Our school within the wider context**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Sir Robert Geffery's School has a higher than average British White population and FSM below national averages. 14% of children are on the SEN record of need at present with 4 having a physical disability.

### **Overall aims of our Equality Policy**

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child,

which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

## **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

### **We actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

## **Our published Vision and Values**

Our shared vision is central to every policy and action in our school. Children and staff are reminded of these and the British and Christian values that underpin school life.

**Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.**

### ***Our vision is that our school will provide its children and staff with:-***

- Christian values and beliefs that are expressed through a loving, caring and safe environment
- The ability to think critically, the courage to question injustice, and a willingness to take the lead, and to look out for others.
- A family atmosphere that encourages a sense of belonging and results in the whole school working as a team

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<sup>1</sup> <http://www.unicef.org/crc/>

- A nurturing and growth of both self confidence and self esteem
- Broad and balanced experiences that prepare for 21<sup>st</sup> century sustainable living
- A sense of pride in the school and many opportunities to celebrate effort, success and achievement
- The promotion of respect for oneself, others and the environment
- An ability to strive for excellence
- A lasting love, enthusiasm and zest for learning through experiencing an exciting curriculum
- A fully inclusive school where each individual is highly valued and encouraged to reach their full potential
- Opportunities that encourage independence, cooperation, self discipline and an active global prospective

### **Our Vision Statement about Equality**

Sir Robert Geffery's School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all<sup>2</sup>. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the EHC does not provide the auxiliary aid or service.

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<sup>2</sup> See *Appendix A* for further information about legislation

We are also guided by the United Nations Convention on the Rights of the Child<sup>3</sup>.

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

**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
- exam arrangements
- 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, a visitor to the school or Theatre in Education (TIE).
- school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

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<sup>3</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

## **How we developed our Policy - Participation and Involvement**

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- Our pupils/students

Through learning forum and school council all have the opportunity to share their opinions. We also teach children about the rights of others through our PHSME programme and work related to British Values children are taught how to put their ideas forward and discussions are held to collect views regularly

- Our staff

The opinions of all staff were sought via email discussion and as a small staff regular discussions take place.

- Our school governors

The pupils and admissions committee took a lead and opened it to all through email chains when the policy was reviewed

- Parents/carers

All parents were offered the opportunity to give their opinions through the newsletter and questionnaire. Individual parents were approached as appropriate. Coffee meetings are held regularly to discuss areas of concern and this policy was discussed through this forum.

- Minority, marginalised and potentially vulnerable groups

Knowing the school community and giving equal opportunities to all resulted in every group having opportunity to share their ideas. Teaching assistants have been encouraged to have individual discussions with specific children.

- Our partners in the community

Knowing our community members well and having an open door policy has helped us reach all members. Regular coffee mornings have been set up and this provides additional opportunity to share views.

- Ongoing:

We will share the latest policy on the website and ask for regular feedback. Reminders will be made through the newsletter.

## How we developed our Policy - Using information

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

Recent EQIAs carried out highlight:

Have you carried out EQIAs? What did they tell you?

The engagement activities we undertook as outlined above told us that some parents felt that others did not understand their children's needs and this had caused some upset in the past. To educate parents we agreed to give information about disabilities in our newsletters so that the community were better informed.

What did the engagement with staff, governors, parents/carers, students, vulnerable groups, community groups tell you?

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

What data have you considered to help analyse the effects of your policies on protected groups? e.g. RAISE online data, incident reporting data. What does it tell you?

OFSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

Do you carry out a self-evaluation framework to monitor the makeup and needs of your pupils and staff- and assess how well you are meeting those needs? How does it highlight outcomes for minority and marginalised and "equality" groups?

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

How can your pupils/students, staff and parents make less formal contributions to your thinking. Have you undertaken any surveys of pupils', parents' or staff opinions – what did these tell you?

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

How does your school make use of Cornwall organisations and services across the Children's Trust? How does your school link with the Behaviour & Attendance Service, health partners, Under 19s Substance Misuse service (U19s SMS), District or Borough Councils, Devon & Cornwall Police, Children's Centres, the Traveller Education and English as an Additional Language Service (TEALS).

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

We have strong links with St Michael's Church in Landrake and also the Landrake Methodist Church. We actively become involved in supporting members of the local community in any way this is appropriate and signpost to other organisations when relevant.

### **Commissioned Services (buying in services)**

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

### **Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job



offer has been made<sup>4</sup> or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Can you include an example of how you have adjusted your approach or your physical environment in order to remove a barrier to inclusion?

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Please list any relevant training members of your team have attended and how you will seek to identify training needs within your staff team.

Prevent  
Radicalisation  
Exploitation of Children  
Working with Traveller Children  
Child Protection  
Courses related to subject knowledge of other religions  
Christopher Winter Sex Education training

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<sup>4</sup> Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

## **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

The school has an anti bullying policy available on the website and any incidents are taken seriously. Workshops are held for children so that they are well informed and understand anything that is not acceptable. Parents are always informed of any incidents that have been dealt with.

## **Implementation, monitoring and reviewing**

This policy was published on 14<sup>th</sup> July 2016. It will be actively promoted and disseminated.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Our Parent Support Worker will offer the opportunity to parents regularly to discuss any improvements that can be made to support groups or individuals. Information will be displayed in the Parents Waiting Room and referred to in newsletters.

## **Equality Objectives**

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Section 3.

***This policy was reviewed and approved in the Summer Term 2017 by the Pupils & Admissions Committee***

## Section 3

### EQUALITY OBJECTIVES: 2016 - 2019

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To work towards the Unicef Rights Respecting Schools Award <sup>5</sup>	Senior Leadership Team and Governors	Jan 2016 - Sept 2018	
Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs  Survey girls and understand barriers to participation	GG	Jan 2016 – July 2017	
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with BESD (Behavioural, emotional and social	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with BESD	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills	SEAL (Social and emotional aspects of learning) co-ordinator	Sept 2016- July 2017	

<sup>5</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/>

		difficulties)						
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Gather and record information relating to disabled parents	KJ	Oct – Dec 2016	
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group  Work with Standards and Learning Effectiveness Service (SLES) to identify strategies to improve attainment of this group	SLT	Mar 2016– Jan 2017	Reviewed RAISE online data and equality data report Reviewed “Narrowing the Gap” with regard to achievement
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of Plymouth and South East Cornwall and the diversity within it  Increased positive attitudes towards disabled people	Year 5 and 6	Set up school linking with another inner city school in a different geographical location and population make-up  Make use of disability images pack in PSHE  Invite in representatives from disability equality groups to meet with children	SLT PSHE Coordinator	Mar 2017 - July 2018	Made contact with urban school  Received copy of disability images pack and held staff training session

Activities	Resources	Date achieved	Responsible	Outcomes
<b>1. Leading and monitoring the disability equality scheme</b>				
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	Staff meetings Governing Body meetings	January 2017 (annual review cycle)	Governing Body Head Teacher All staff	All policies reflect our school's vision and values
Establish the disability working group to ascertain views of disabled people  Identify key actions and promote greater involvement in school life	Members: Parents of disabled students Pupils Members of community SLT governor	Feb 2016  January 2017	Head Teacher  Head Teacher	Working party established and active
Monitor and review DES on an annual basis	Working Party meeting Staff meeting Governing Body meeting	Spring term annually	Governing Body Head Teacher	Review carried out annually
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Staff meeting  Update SIMS  Pupils' views survey	February 2016	Governing Body Head Teacher	Database accurate
Ensure accurate information held in SIMS	Time during staff meeting to identify all disabilities	Sept 2017	SBM Head Teacher	All school staff have up-to-date information
Ensure staff are able to meet identified needs	CPD arranged	Ongoing	Head Teacher	All staff can meet the needs of the children in their class
<b>2 Promoting curriculum access for disabled pupils and adults</b>				
School visits are made accessible to all pupils irrespective of attainment and impairment	Risk assessments Pre visit visits	January 2016 onwards	Governing Body Head Teacher Teaching staff	All children access all visits
Pupils with disabilities are encouraged to take part in	All activities accessible Risk assessments	January 2016 onwards	Governing Body Head Teacher	All children able to access music, drama and physical

music, drama and physical activities			Teaching staff	activities
Arrange for interpreters to enable all stakeholders to access all facilities	Class teachers to arrange interpreters where necessary	Ongoing as need arises	Governing Body Head Teacher Teaching staff	All stakeholder access all areas of school life
<b>3 Improving the quality of information for and about disabled pupils and adults</b>				
Provide information in a range of formats, including website access	Disabilities identified on child's admittance Specific arrangements made to meet identified needs	Sept 2016	Admin Team Head Teacher	All able to access information from school
Check that parents / carers who have a disability receive information and reports by an alternative method	Disabilities identified on child's admittance  Specific arrangements made to meet identified needs	July 2016 onwards	Admin Team  Head Teacher All Staff	All able to access information from school
<b>4 Improving the physical environment of the school and its services</b>				
Ensure that pupils in wheelchairs could move around the school without experiencing barriers	Carry out inspection	October 2017	Head Teacher	All able to access all areas
Provide pathways to travel around the site in new build relation to	Test all pathways	January 2017	Head Teacher	All able to travel around the site
Ensure Emergency Evacuation covers pupils and adults with a disability	Carry out evacuation with wheelchair users in mind	November 2017 earlier if child enters school	Head Teacher	All able to evacuate the building safely
Look at ways of further improving environment for hearing impaired.	Evaluate and update soundfield system for hearing	January 2017	Headteacher	All systems working well

## **Equality Act 2010**

### **Equality Act 2010**

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils



The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

### **Accessibility planning**

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people.

### **Auxiliary aids and services**

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools. Schools should contact Darren Guyett (01273 481314) if they require a copy.

### **Community Cohesion – Education and Inspection Act 2006**

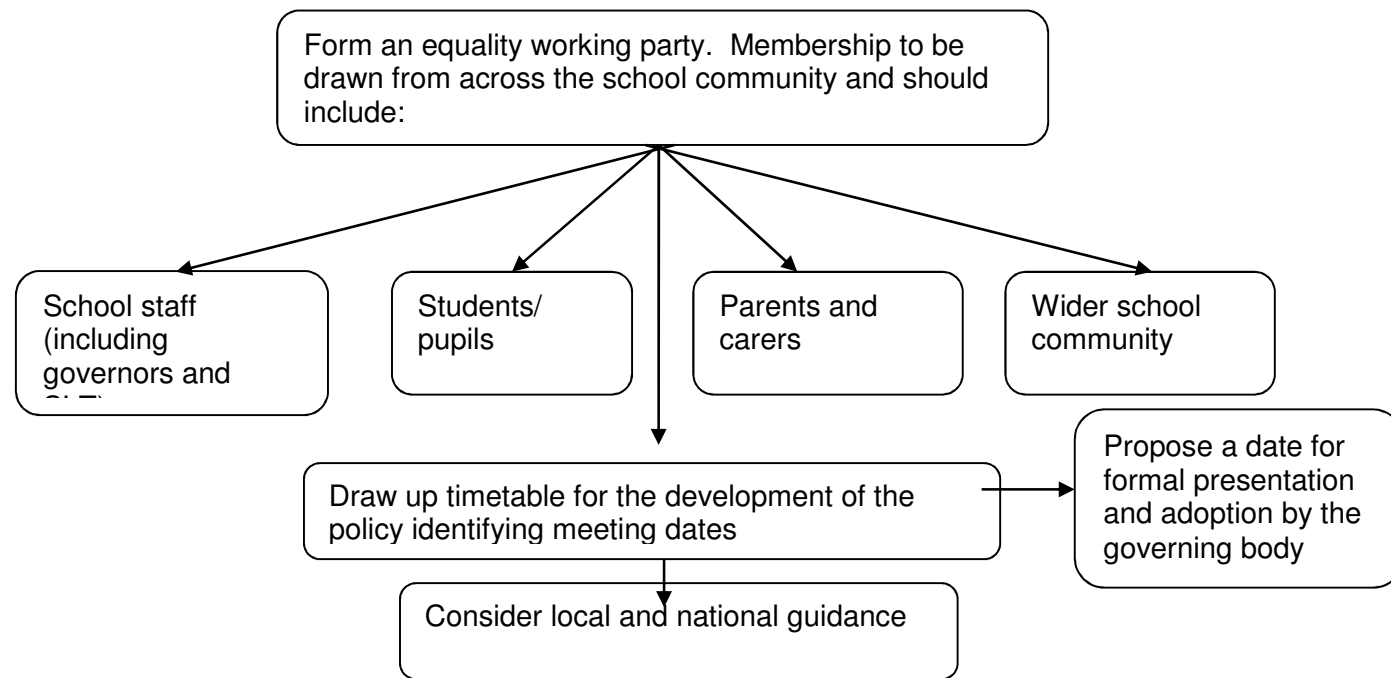
#### **General duty**

- To promote community cohesion

#### **Specific duties**

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Process chart for the development and review of Equality Policy and action plan



Key Tasks (with deadlines)	
Action Plan	Equality Policy
Assign named staff to collect data and information including the views of all in the school community	Assign one person to write-up the <i>school context</i> section of the policy
Consider further involvement of those representing the various equality strands. Use EQIA (see Appendix C)	Gather all information specific to the school (as described within the blue boxes in this East Sussex guidance)
Consider all existing equality schemes	Draft or review the Equality Policy

and policies and include identified actions in the action plan.	
Devise Action Plan redraft as required	

