

Stepney Primary School



A Small School With Great Expectations

Single Equality Scheme

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff.

1. MISSION STATEMENT

We are an inclusive school that recognises and celebrates the needs, religions, beliefs and cultures of all members of our school community. We pride ourselves on celebrating the achievements of all our pupils to ensure that they feel valued. We constantly strive to ensure that provision is fully inclusive and that the curriculum is creative and access able to all. We have close links with all parents that enables us to work collaboratively to ensure equality.

1.1 Our School Vision:

At Stepney Primary we are a learning-centred school which is always looking forward: breaking down the barriers, widening the horizons!

We see ourselves as a community of children and adults in which everyone contributes, everyone enjoys and learns and where everyone is valued.

A Small School with Great Expectations!

1.2 Our School Aims:

As a school community (staff, pupils, parents/carers, governors and stakeholders) we aim to ensure that:

- every child is provided with opportunities which will enable him/her to enjoy, achieve, be healthy, stay safe, have economic wellbeing and make a positive contribution to society;
- every child is valued for his/her individual contributions and achievements and develops a positive attitude towards everyone in the life of the school and community;
- every child develops high self-esteem, confidence and a true feeling of self worth and develops a sense of responsibility;
- every child will have full and equal opportunities in all aspects of school life;
- every child develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices whilst at school and in their later life;
- every child is able to respond positively as a learner and we inspire every child with a lifelong love of learning;
- every child will be enriched, motivated and challenged by a broad and balanced curriculum that is relevant for all;
- every child will develop Literacy, Maths and ICT skills for life through the whole curriculum;
- every child is given opportunities to develop global awareness, citizenship skills and an understanding and tolerance of other people's cultures, race, religion, beliefs and physical differences;
- every child's spiritual, moral and cultural development are encouraged;
- every child is able to work and play in an environment that stimulates and supports their development.

1.3 Our School Values:

Stepney Primary School upholds the following values as a result of these aims:

- friendship;
- respect and kindness towards others, their views, beliefs and belongings;
- honesty;
- self-control and self-discipline;
- responsibility for our own actions;

- being polite and considerate;
- building a sense of community;
- fostering a love of learning;
- having a good attitude

2. MAINSTREAMING EQUALITY INTO POLICY 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.

2.1 Teaching and Learning

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 by ethnicity, gender and disability 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 race, gender and disability, 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;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

2.2 Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy and new exclusions guidance. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff at Stepney Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

3.1 Employer Duties

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention including bullying and harassment of staff;
- continued professional development opportunities for all staff;
- senior Leadership Team support to ensure equality of opportunity for all.

4. EQUALITY AND THE LAW STATUTORY REQUIREMENTS: quality and the Law Statutory Requirements: The Public Sector Equality Duty

The Public Sector Equality Duty came into force on the 6th April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, all public bodies are required *when carrying out their day to day work* to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it;

The Equality Act 2010 states that having due regard for advancing equality involves:

- removing or minimising disadvantages suffered by people due to their

- protected characteristics;
 - taking steps to meet the needs of people from protected groups where these are different from the needs of other people;
 - encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- (EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).

NB Please note that since the scheme was adopted by the Governing Body a further reference (in section 5) has been added which has come from guidance issued in September 2012 by the DfE for the DfE Equality Act 2010. New additions to the guidance are contained in paragraphs 4.14 - 4.20 which concern auxiliary aids and services. The duty relating to provision of these came into force on 1st September 2012.

Protected Characteristics

The Public Sector Equality duty covers the following eight protected characteristics:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

(EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p8).

In law a person's age is a protected characteristic in relation to employment and the provision of goods and services however *this does not apply to pupils in schools*. Therefore, schools are free to organise children in age groups without risk of legal challenge even in the case of pupils over the age of 18 (DfE, *Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, 2011, p5).

Public bodies also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply (EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Stepney Primary School will take to meet the general duties detailed below.

4.1. Race Equality

- This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

- The General Race Equality Duty requires us to have due regard to the need to:
 - eliminate racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial groups.

Under our specific duty we will:

- prepare an Equality Plan which includes our written policy for race equality;
- assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

See Appendix A for ‘Procedure for Dealing with Racist Incidents’ and Appendix B for ‘Discrimination Incident Form’

4.2. Disability Equality

This section should be read in conjunction with the school’s Special Educational Needs Policy and Accessibility Strategy.

4.21 Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- people with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

4.22 Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people;
- eliminating discrimination and harassment of disabled people that is related to their disability;
- promoting positive attitudes towards disabled people;
- encouraging participation in public life by disabled people;
- taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and

- actions to meet them;
- review and revise this Scheme every three years.

4.3 Gender Equality

- The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.
- Under our general duty we will actively seek to:
- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- promote equality between men and women.

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- review and revise this Scheme every three years.

4.4 Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4.5 Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the Governing Bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

4.6 Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- feedback from the annual parent questionnaire, parents' evening and parent-school forum meetings;
- input from staff surveys or through staff meetings;
- feedback from the school council, PSHCE lessons and discussions with pupils;
- issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- feedback at Governing Body meetings.

5. ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION AT STEPNEY PRIMARY SCHOOL

The school will ensure that:

- pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- all staff are aware of the school's Equality Plan;
- the talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representations on the programmes fully reflects the school population in terms of race and gender;
- there is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.
- disabled children can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE and dance and assemblies;
- extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- extra and additional support for pupils who are under-achieving in order to make progress in their learning and their personal well being e.g. ensuring that children with visual impairment have accessible texts, that children with hearing impairment have an enhanced acoustic classroom environment;
- additional support for parents of under-achieving children e.g. reporting progress, discussing needs;
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school e.g. providing a sign interpreter for a deaf parent, ensuring that meetings are held in the most accessible parts of the school to support wheelchair users
- we will ensure that children who require specific auxiliary aids and services will have that equipment provided for them, whether through the school or via the LA or another agency. (We will follow the guidance laid down by the DfE in its guidance - -September 2012) The dictionary definition of auxiliary as "helpful, assistant, affording aid, rendering assistance, giving support or succour" and that auxiliary aids and services "are things or persons which help." Examples of what may be considered an auxiliary aid could be; hearing loops; adaptive keyboards and special software.

6. PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/

corridor display;

- actively seek to recruit disabled people to the school and support them in their work and career development and try to reflect the diversity of the school community in its workforce;
- actively seek to recruit disabled people to the Governing Body and make reasonable adjustments to ensure that they can fully participate and contribute;
- provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- provide extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- help children and young people to understand others and value diversity;
- promote shared values, awareness of human rights and how to apply and defend them;
- develop skills of participation and responsible action – for example through the new ‘Identity and Diversity: Living Together in the UK’ strand of citizenship education.

7. ELIMINATING DISCRIMINATION AND HARRASSMENT

The school will:

- develop and adapt its procedures on anti-bullying to include equality perspectives;
- support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- keep a record and report how these incidents are dealt with to the Governing Body and Local Authority on a termly basis;
- review its approach to race, gender, disability, bullying and harassment whenever it reviews its policy on behaviour.

8. MONITORING IMPACT

The school will:

- collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability and use this to inform strategies to raise achievement;

The Governing Body will:

- report annually in the School Profile and/or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

9. ROLES AND RESPONSIBILITIES

9.1 The Role of Governors

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 race, gender and disability.

- seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- welcome all applications to join the school, whatever a child's socio- economic background, race, gender or disability.
- ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

9.2 The Role of the Headteacher (or Senior Leader Responsible for Equalities)

- it is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- it is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- the Headteacher ensures 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.
- the Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- the Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

9.3 The Role of All Staff: Teaching and Non-Teaching

- all staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- all staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- all staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

10. TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher

where necessary. All incidents are reported to the Headteacher and forwarded to the Governing Body and local authority on a termly basis.

10.1 What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

10.2 Types of Discriminatory Incident

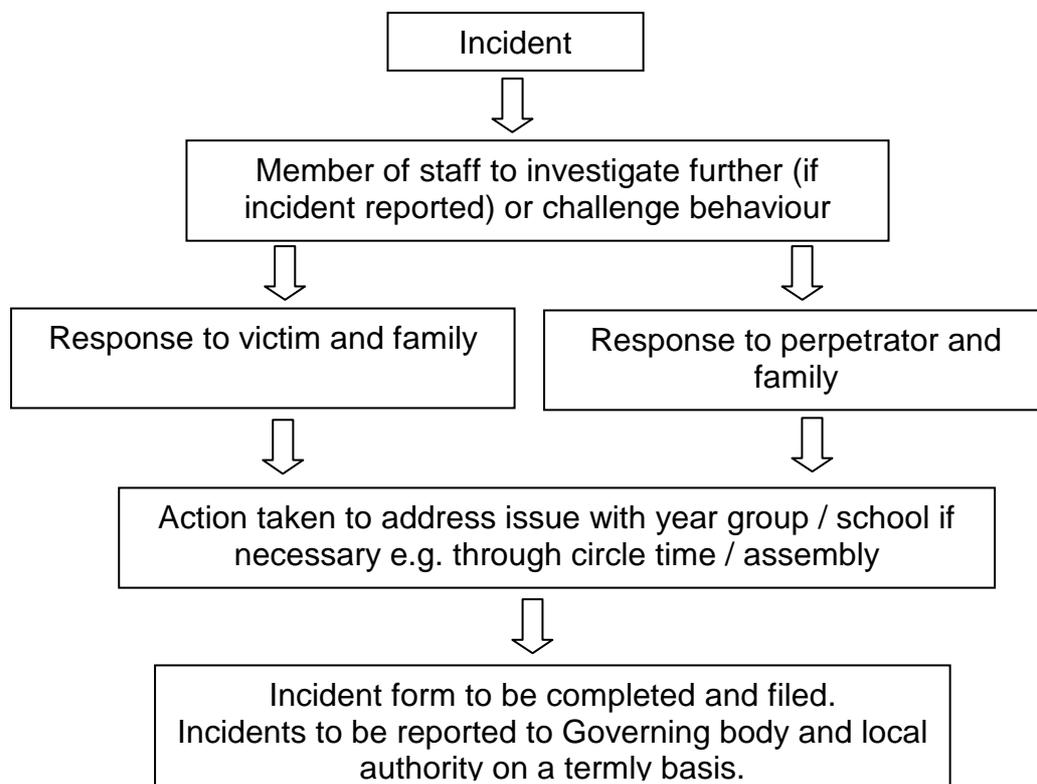
Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour; ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

10.3 Responding To and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



11. REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

When reviewing the plan Governors and staff will use a checklist: Appendix C

12. PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- publish our plan on the school website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- make sure hard copies are available.

See Appendix D for the current plan

13. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and;
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

PBrowning

Head Teacher (April 2012)

14. PERSON RESPONSIBLE

This policy has been updated by Mr P Browning (Autumn 2014) and it will be reviewed Autumn 2017.

Pupils need to be made aware that we live in a multicultural society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

Strategies to Encourage Positive Pupil Behaviour

All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the School community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include multicultural issues and racism.

Development of multicultural issues and equal opportunities as cross-curricular themes in teaching.

In-service training for all staff to highlight multicultural issues and the need to consider such issues when choosing teaching materials.

Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect, e.g. ignorance by any member of the School community of a pupil’s cultural practices which cause the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.

5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents and will be treated by staff in a sensitive manner.

Staff are to report directly to the Head Teacher without delay, any incident of suspected racism.

Lunchtime Staff will be told to report to a member of teaching staff anything they may observe which might constitute racist abuse.

Action

- Immediate action by a teacher or supervisor will be taken by separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impart of her or his behaviour.
- A Racist Incident Sheet will be completed and passed to the Head Teacher without delay.
- The designated senior member of staff will take action in accordance with the instructions on the sheet.
- Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed on file in the Headteacher's office.
- In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff must inform the Local Authority.

Stepney Primary School



A Small School With Great Expectations

Discrimination Incident Form

Stepney Primary School

Recording of Incidents

Child's Name:

Date:

A brief description of the incident:

Please identify by ticking
Tick at least one box in part A and in part B

A. By which of these areas was the incident offensive?

Colour	<input type="checkbox"/>	Ethnicity	<input type="checkbox"/>
National Origin	<input type="checkbox"/>	Language	<input type="checkbox"/>
Religion/Faith/Belief	<input type="checkbox"/>	Disability	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>

B. In what way did the offensive incident occur?

Verbal abuse/threats	<input type="checkbox"/>	Possession or distribution of offence materials	<input type="checkbox"/>	Refusal to co-operate with others	<input type="checkbox"/>	Incitement of others to behave	<input type="checkbox"/>
Name calling insults	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>	Offensive comments in lesson	<input type="checkbox"/>	Inappropriate forms of addressing others	<input type="checkbox"/>
Offensive Graffiti	<input type="checkbox"/>	Damage to personal property	<input type="checkbox"/>	Wearing of offensive badges/insignia	<input type="checkbox"/>	Other	<input type="checkbox"/>

C. Outcome?

Copy of this record has been sent to parent/carer	
Meeting with parent/carer arranged	
Exclusion	
Use of Pastoral Support Room	
Detention	
Restorative Meeting	
Raising Awareness Sessions	
Other	

A record will be kept in school and reported to governors. For racist incidents a copy will be sent to the Local Education Authority where it will be kept on file and may be used in any legal proceedings.

- ✓ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ✓ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- ✓ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action and has action been taken to address these?
- ✓ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ✓ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies/school council?
- ✓ Is bullying and harassment of pupils and staff monitored by race, disability and gender and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Governing Body and Local Authority on a termly basis?
- ✓ Are visual displays reflective of the diversity of your school community? How are minority, ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in specific annual events to raise awareness of issues around race, disability and gender?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings, phase exhibitions and other events which parents, carers and the community attend held in an accessible part of the school and are issues as language barriers considered?
- ✓ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information in terms of race, disability and gender?
- ✓ Are procedures for the election of Parent Governors open to candidates and voters who are disabled?

Stepney Primary School
Single Equality Scheme Action Plan 2012

Appendix D

Equality strands are Race/ Disability/ Gender/Sexual Orientation/ Age/ Religion or Belief/
 Community cohesion

Equality strand	Action	Responsibility for implementation	Timescale	Success criteria	Monitored by
All	Publish and promote the Single Equality Plan through the school newsletter/Governing Body meetings and staff meetings	Headteacher / Governing Body	April 2012 to July 2012	All staff are familiar with the Equality Plan. All stakeholders are made aware of the contents of the plan and the way in which the school promotes diversity.	Head teachers report to the GB
R/D/G/A/R/B/CC	Ensure that the curriculum promotes awareness of different communities.	Headteacher/ Governing Body/All staff	April 2012 to July 2012	Diversity is promoted across the curriculum.	Head teachers report to the GB
All	Ensure that displays in the classroom and corridors promote diversity in terms of race, gender and ethnicity.	Headteacher/ Governing Body/ PSHCE co-ordinator	April 2012 to July 2012	Displays reflect the diversity of our school population.	Phase leaders/ reports to SLT
R	Identify, respond and report all racist incidents as identified in the policy. Report figures to the LA/ GB on a termly basis	Headteacher/ Governing Body/ LA	April 2012- July 2012	All racist incidents are responded to and reported to the LA/ GB in the appropriate way.	Head teachers report to the GB