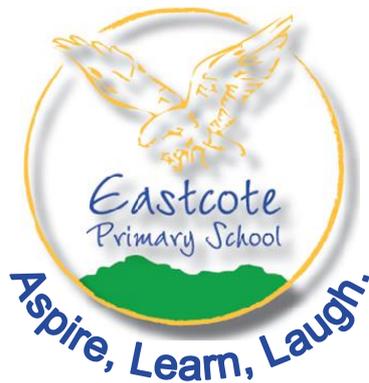


Eastcote Primary School



Equality and Social Cohesion Policy

November 2016

Refer to: Behaviour and Discipline Policy

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Eastcote Primary School Equality and Social Cohesion Policy

Background to the policy

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Eastcote Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Eastcote Primary School.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Eastcote Primary School will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Eastcote Primary School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:

-Our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

Values – Aspire, Learn, Laugh

Eastcote School is a place where children feel happy, safe and secure, and are excited about learning. It is a friendly environment which fosters a climate of mutual respect and care for each other. We work together with parents and carers and the wider community to support, challenge and inspire children through a creative and engaging curriculum. Children develop a love of learning and leave ready to embrace life confidently with the range of skills they need to flourish in the diverse world.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 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, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- 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. 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 recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

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

Policies, procedure and activities promote:

- positive attitudes and actions 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, women and men and an absence of sexual and homophobic harassment.

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

Policies and procedures 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 of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

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 and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 9: Objectives

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

Good Practice

1. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

4. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to governors. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

Arrangements, Roles and Responsibilities

1. The equality objectives for Eastcote Primary School will be set out formally and are referenced in the School Development Plan. They will be reviewed annually, and refreshed on a four year cycle.
2. The equality employment information will be monitored and reported to the Governing Body on an annual basis.
3. Eastcote Primary School will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.

Curriculum

4. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.
5. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
6. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

Staff and Governors

7. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
8. A member of the Governing Body has the role of monitoring the implementation of this policy.
9. The Headteacher 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.
10. A senior member of staff has day-to-day responsibility for co-ordinating implementation of this policy.
11. All staff are expected to:
 - adhere to this policy;
 - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
 - deal with any prejudice related incidents that may occur;
 - plan and deliver curricula and lessons that reflect our Guiding Principles ;
 - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
 - undertake or support Equality Impact Assessment (Equality Analysis) processes;
 - attend appropriate training that enables Eastcote to keep up-to-date with equality issues.
12. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
13. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.
14. Eastcote is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:

- disability;
- special educational needs;
- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- Travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.

Equal Opportunities

The governing body seeks to ensure that all people are regarded equally when applying for jobs at the school.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, physical ability or race. All children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a requirement of the child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

Staff try to eliminate any bias towards, or against, any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion, be it in the classroom or the playground or with parents. We strive to ensure that our practices and procedures do not discriminate in any way.

Special Educational Needs

As a school, we acknowledge and respond to the differing needs of all individuals, whatever their ability, cultural or ethnic background and experiences; therefore all individuals receive equality of opportunity at Eastcote Primary School. The Curriculum can be adapted to the particular needs of a group of children, for example where English is an additional language. It should be noted that learning English as an additional language is not in itself a special educational need but may constitute the need for some adaptation.

For children who are identified as having a special educational need or as being more able, work will be further differentiated to meet their needs.

Harassment and Discrimination

There are several forms of harassment and discrimination which can occur. At Eastcote we aim to prevent pupils, staff, governors or parents from experiencing these.

Sexual harassment and discrimination

There is no clear legal definition of sexual harassment. However it can be described as unacceptable behaviour based on someone's sex which is unreasonable, unwelcome and offensive. Incidents of sexual harassment by pupils or teachers in the first instance should be reported to the head teacher. Sexual harassment by a teacher is considered to be gross misconduct and could lead to the teacher's dismissal.

Sex discrimination is where someone is treated unfairly because of their sex. At Eastcote we ensure that there are equal opportunities for our children, staff and parents to access the curriculum regardless of gender.

Racial harassment and discrimination at school

A pupil may be a victim of racial abuse and violence from other pupils, either on the school premises or on the way to or from school. It is important that parents bring all incidents to the head teacher's attention.

Eastcote has a clear anti-racist policy which takes positive steps to discourage race discrimination and stop racist attacks. If incidents do occur, the incident is logged and parents are informed. We take this very seriously and relevant steps are taken to ensure such incidents don't happen.

Disability discrimination at school

In England and Wales, it is against the law for any school or provider of education, including colleges, to discriminate against disabled pupils or pupils with special education needs.

At Eastcote we have an inclusive approach so that all children get the support and help they need to fully access the curriculum. The school has wheelchair access and disabled toilets and all corridors are kept clear to allow for wheel chair access.

Discrimination because of sexuality

It is against the law for a school or local authority to discriminate against pupils who are lesbian or gay or who are the children of lesbian or gay parents.

Discrimination because of religion

It is against the law for a school or local education authority to discriminate against a pupil or against the parents of a pupil because of their religion. Discrimination against someone with no religion is also against the law.

At Eastcote we actively encourage interest and tolerance of other religions. We have visitors from other faiths to come into school and our children visit mosques etc as part of their religious education.

Reporting

Parents of pupils or members of staff who feels they have been a victim of any type harassment from either a pupil, member of staff or parent should report the incident to the head teacher.

Gender Equality

Legal framework

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Eastcote Primary School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

Good practice

To ensure that all pupils achieve their best, according to capabilities and regardless of ethnicity, the school will:

- Collect and analyse school data; monitoring the achievement of pupils by gender to ensure that they are achieving according to their full capabilities, taking appropriate action where underachievement is identified.
- Ensure that teachers' expectations and teaching styles and strategies provide equal opportunities for all pupils to achieve according to their full capabilities.
- Ensure that all pupils have equality of access to the curriculum.
- Monitor pupil grouping, including extra-curricular clubs, to ensure that both genders are equally included.
- Review all our school policies and practices to assess the ways in which they might impact on gender equality
- Assess and address the causes of any gender pay gap
- Publish and implement the Action Plan with our proposed objectives and actions

Arrangements, Roles and Responsibilities

Staff and Governors

- The Governing Body 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 Governing Body has the role of monitoring the implementation of this policy.
- The Headteacher is responsible for: implementing the policy; ensuring governors, staff, pupils, parents and others in our school are consulted and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality; for giving appropriate training and support; for taking appropriate action in any cases of unlawful discrimination; ensuring all school activities take account of the need to promote gender equality; dealing with incidents of sexual/gender bullying or harassment according to our Behaviour/Anti-Bullying policy.
- All staff have a responsibility to deal with incidents of sexual harassment or bullying and help eliminate unlawful discrimination. They also need to deliver a curriculum, use learning and teaching methods, organise a classroom and use assessment procedures, that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Cultural Diversity

Legal framework

The School recognises the general duty of its Governing Body, under the Race Relations (Amendment) Act 2000:

- (a) to eliminate unlawful racial discrimination; and
- (b) to promote equality of opportunity and good relations between persons of different racial groups.

The school recognises that minority ethnic groups include Gypsy Travellers, refugees, asylum-seekers and other less visible minority groups, e.g. Irish.

The General Duty

At Eastcote Primary School we:

- Ensure that our school provides teaching and learning styles that allow all pupils to learn and achieve. All pupils, irrespective of race, gender or cultural background, have an equal right to experience a high quality education in which they feel valued and respected.
- Promote positive attitudes towards life in a multicultural, multi-ethnic and multi-faith society and celebrating cultural diversity;
- Identify and challenge racial harassment, racial discrimination and racism in all its forms;
- Equip pupils with the knowledge, understanding, skills and attitudes to recognise and challenge examples of racism that they meet in their lives;
- Seek to establish a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of ethnic minority background.

Parental Withdrawal Procedure – If parents feel that the content of the curriculum conflicts with their religious or other world-view, they may request withdrawal by letter, outlining the reasons for the request. The school would seek to explain the way in which issues are explored, in an attempt to make parents aware of all of the factors pertinent to their decision.

Good practice

To ensure that all pupils achieve their best, according to capabilities and regardless of ethnicity, the school will:

- Monitor the achievement of pupils of ethnic minority background to ensure that they are achieving according to their full capabilities, taking appropriate action where underachievement is identified.
- Ensure that teachers' expectations and teaching styles and strategies provide equal opportunities for all pupils to achieve according to their full capabilities.
- Ensure that all pupils have equality of access to the curriculum, including those for whom English is an Additional Language.
- Record and monitor all pupil exclusions by ethnicity.
- Monitor pupil grouping, including extra-curricular clubs, to ensure that children from all backgrounds are catered for.

Arrangements, Roles and Responsibilities

Staff and Governors

The Governing Body is responsible for:

- Ensuring that the school complies with legislation
- Ensuring that this policy and its related procedures and action plans are implemented.
- A member of the Governing Body has the role of monitoring the implementation of this policy.

Headteacher is responsible for:

- Ensuring that the policy is implemented on a day to day basis.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of racial discrimination.

All Staff are responsible for:

- Dealing with any racist incidents, and challenging racial bias and stereotyping.
- Promoting racial equality and good race relations and not discriminating on racial grounds.
- Striving to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- Teachers need to deliver a curriculum, use learning and teaching methods, organise a classroom and use assessment procedures, that promote racial equality.
- selecting resources that do not display stereotyping or prejudice. Resources, where possible, should reflect life in multicultural Britain.

Reporting

It is essential that records are kept of racial incidents so that Eastcote Primary School and Bexley Council can identify patterns of behaviour, whereby individuals or groups are shown to be regular victims or perpetrators of racial harassment. All incidents that are perceived to be racially motivated are recorded and a copy is kept in the Head Teacher's office.

Parents are informed by the Head Teacher when their child has been involved in a racially motivated incident.

The Headteacher reports to the Governors annually about the frequency and nature of racial incidents in the School.

Disability

Legal framework

Duties under Part 5A of the Disability Discrimination Act 1995 [DDA] were introduced in 2005 which require the governing body to:

- Promote equality of opportunity for disabled people namely pupils, staff, parents, carers and other people who use the school or may wish to do so
- Prepare and publish a disability equality scheme to show how the school will meet these duties

Duties under Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in three ways:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of the education and wider opportunities provided here.
- Improve the delivery to disabled pupils of information that is provided for pupils who are not disabled in order that they can fully access all aspects of education and school life.

The General Duty

Eastcote will work proactively to:

- eliminate discrimination;
- eliminate harassment;

- promote positive attitudes;
- encourage participation and actively take steps to meet the needs of disabled people.

The governing body and school leadership recognise that the collection of information is crucial to enable effective decisions about what we will do in order to improve opportunities and outcomes for our disabled pupils, staff and parents. We are fully aware of the breadth of the definition of disability under the Act and will ensure that all our pupils are included in addition to those with SEN such as those with a medical condition [diabetes, chronic fatigue syndrome or a mental health condition]. The school will actively encourage disclosure and reassure our pupils, staff and parents about confidentiality. At all times such information will be handled sensitively and used to improve opportunities and outcomes for members of our school community.

All staff that are recruited to this school will use the Local Authority application form which will collect information on disability and will monitor the different groups and their representation.

Good practice

To ensure that all pupils achieve their best, according to capabilities and regardless of any disability the school will:

- Record the number of disabled pupils in the school
- Monitor the achievement of these pupils both individually and as a group to ensure that they are achieving according to their full capabilities, taking appropriate action where underachievement is identified.
- Record the engagement of these pupils in the wider life of the school taking appropriate action where necessary.
- Ensure that teachers' expectations and teaching styles and strategies provide equal opportunities for all pupils to achieve according to their full capabilities.
- Monitor pupil grouping, including extra-curricular clubs, to ensure that disabled pupils are catered for.

Arrangements, Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring that the school complies with legislation
- Ensuring that this policy and its related procedures and action plans are implemented.
- A member of the Governing Body has the role of monitoring the implementation of this policy.

Headteacher is responsible for:

- Ensuring that the policy is implemented on a day to day basis.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of discrimination due to disability.

All Staff are responsible for:

- Dealing with any cases of discrimination due to disability.
- Delivering a curriculum, using learning and teaching methods, organising a classroom and using assessment procedures, that take account of the need to eliminate unlawful discrimination and harassment and promote equality.
- Promoting positive attitudes, encouraging participation and meeting the needs of disabled children.

Governor's Commitment to Equality and Diversity

1. Introduction

The Governing Body of Eastcote School is committed to the principle of equality of opportunity for all in employment and the provision of teaching and learning. We take pride in our increasingly diverse community and all the cultural richness that it brings with it.

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our pupils, their families and our staff.

2. Statement of Intent

The Governing Body recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age. We will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community we serve and our workforce. The Governing Body intends to achieve all its targets in respect of the equalities agenda and become recognised as a leader on equalities.

3. Our aim

We want to see a strong sustainable and cohesive community in our school. We will continue to develop and promote policies and systems that make sure that the school community and our workforce are not unlawfully discriminated against.

Our aims are to:

- promote equality of opportunity;
- eliminate unlawful discrimination, and
- promote good relations between people from different backgrounds.

4. How will we deliver our commitment?

The Governing Body has adopted the following principles:

- we recognise the value of diversity within the community and our workforce and the contribution made by people from different backgrounds;
- we are committed to ensuring that teaching and learning meet the varied and complex needs of pupils in our care;
- we will make sure our employment is accessible to everyone and that we actively value and celebrate the wide variety of lifestyles and cultures within the community.

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination. We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and discrimination and promote equality.

5. Objectives

5.1 Accessible services and partnerships:

Where appropriate we will work with other organisations and local voluntary and community groups to provide teaching and learning and access to employment which promote equal opportunities to all by:

- building on good practice;
- consulting with and involving our local community;

- providing accessible information and ways for people to comment;
- carrying out equality impact assessments of new and existing policies and practices to make sure that they do not unlawfully discriminate against anyone;
- removing barriers which deny people access to our school community;
- using our powers to make sure that organisations providing services on our behalf work in line with this statement;
- promoting an environment which gives all pupils an equal chance to learn and live free of unlawful discrimination and prejudice, all staff to work and live free of unlawful discrimination and prejudice;
- take steps to build an inclusive and cohesive school community.

5.2 Equal and appropriate treatment in employment, training and recruitment opportunities:

We will put in place a range of actions aimed at tackling prejudice and celebrating diversity within our workforce.

This will be achieved by:

- developing a workforce which reflects the community at all levels;
- making sure that all employees understand their responsibilities under this statement;
- making sure that all employees know about their rights of protection from unlawful discrimination, harassment, bullying or victimisation;
- developing and promoting policies which give everyone equal access to employment and opportunities.

6. Responsibilities

The Governing Body is an equal opportunities employer and provider of teaching and learning. In order to support this public commitment all staff play a key role in ensuring that provision does not give rise to unlawful discrimination of any kind and that we have a shared understanding of the relevant issues and how best to deal with them.

All employees of the Governing Body are expected to comply with our values of promoting equality and diversity and treat colleagues and others in the school community with dignity and respect at all times. This commitment must be evidenced in practice. Any behaviour that falls below these standards is unacceptable to the Governing Body and potentially constitutes misconduct.

Leaders and managers are expected to:

- be at the forefront of best practice on equalities within their respective areas;
- mainstream equalities within their respective areas;
- review all provision to ensure elimination of unequal treatment of staff, pupils and the wider school community;
- raise equality-related issues with their staff and senior colleagues;
- encourage leadership on equalities amongst their staff and other providers;
- establish monitoring systems;
- report to governors on the results of assessments, consultations and monitoring;
- train staff on equalities issues;
- consider better access for people with disabilities;
- monitor provision by contractors and other external providers;
- evidence consultation carried out with staff and the school community;
- make guidance readily available to staff.

7. Implementation, Monitoring and Evaluation

The commitment will be implemented through our School Equality Action Plan.

The Plan sets out the arrangements for taking action on individual tasks that will help deliver the broad aims set out in this statement. We will set clear deadlines and give responsibility to named leaders/managers who will be accountable for implementation of the given tasks.

With the help of feedback from employees and the wider school community we will continue to develop arrangements to monitor, review and evaluate the effectiveness of our employment policies and provision of teaching and learning. If our monitoring reveals any gaps in our policies/provision, we will take necessary action.

<i>D. R. Ball</i>	Head Teacher	2/11/16
<i>S. Padwick</i>	Chair of Governors	

To be reviewed November 2017

Eastcote Primary School Equality and Social Cohesion Action Plan

Equality strand	Objective	Action/ evidence 2011/12	Action/ evidence 2012/13	Action/ evidence 2013/14	Evidence	Who is responsible?
Equality and social cohesion	Ensure that all pupils irrespective of their gender, race, religion, beliefs, culture physical ability or special educational needs are achieving according to their full capabilities.	Collect and analyse school data; monitoring the attainment and progress of pupils by group. Take appropriate action where under achievement is identified. Implement interventions.	As 2011/12 Involve pupils from different groups in identifying barriers to learning and discuss how these can be addressed.	As 2011/12	Raise online Summer package Data	Assistant Head, literacy, maths/ science leader
Equality and social cohesion	Develop pupil's awareness of and respect towards diversity in relation to gender, race, religion, beliefs, culture physical ability or special educational needs.	Hold a Cultural Awareness Week. Ensure collective worship celebrates world faith events and raises children's awareness of global issues. Introduce Go-Givers Monitor classroom environments.	Black History day Analyse curriculum to ensure all strands of equality are promoted. Make adjustments as appropriate. Invite into school relevant visitors.	Gender and disability awareness days Monitor to ensure in each curriculum subject teaching and learning reflects our Guiding Principles. Celebrate 'heroes' of varying gender, race, religion, culture and physical ability	Curriculum portfolio Collective Worship folder PSHE plans, work Learning walk evaluations Long term planning Photos Displays	Curriculum team
Equality and social cohesion	Ensure that all pupils have equal access to extra-curricular activities.	Monitor participation in extra-curricular activities by group. Use information to inform planning of clubs for 2012/3.	Involve a committee group in looking at club attendance by group analysis. Agree on new types of clubs required.	Survey pupils on their enjoyment and participation in clubs. KS2 pupils to use information to provide lunchtime clubs for KS1.	Club registers Analyse of data Committee group meeting notes Survey data	Assistant Headteacher
Gender equality	To promote gender equality.	Increasing our efforts to introduce good male role models into school. Pupils from local secondary schools sharing skills with pupils. Community police listening to readers.	Local successful males and female visitors talking to children. 'Bring Dad to school' enrichment morning.	Displays around school to reflect different gender groups. Famous women enrichment day.	Photos Displays	Assistant Headteacher

Cultural diversity	Promote positive attitudes towards life in a multicultural, multi-ethnic and multi-faith society and celebrating cultural diversity.	Visit a variety of different religious establishments eg: Mosque, Church. Use whole school Olympic Project to learn about different cultures.	Celebrate cultural events throughout the year to increase pupil awareness e.g. Diwali, Eid, Christmas	Setting the Scene topic.	Trip notes Photos Displays Assemblies folder	Curriculum team
Disability	To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate discrimination and harassment.	Whole school Paralympics Project. Inclusion Committee to lead an assembly. Go- Givers website	Celebrate International DAD day (disability awareness day) Invite disabled visitors into school.	Fundraising for School Starz.	PSHE planning Curriculum planning	Curriculum team