

Willington Primary School Equality: Action Plan 2013-2016

Focus	Vision/ Aims	Action	Responsible	Monitoring and Evaluation
Age	<ul style="list-style-type: none"> • Pupils, Staff, families and school community respect the rights of others. • They accept that we are all different. • They show tolerance of others • They are given opportunities to learn about similarities and differences • They are taught to value diversity • Prejudice is challenged Individual or groups experiencing difficulties in respect of equality issues are supported sensitively • Pupils are encouraged to take responsibility for their actions, according to their age and understanding 	<p>Age is not used as a factor in selecting candidates for recruitment</p> <p>DCC policy followed with regard to retirement ie. No compulsory retirement age.</p> <p>Staff at retirement age given opportunity to continue working</p> <p>Visitors reflect an age balance</p> <p>Staff positively model the value of all people in our society</p> <p>Experienced staff mentor and coach newer members of staff to enable a balance and sharing of different qualities and experiences</p>	HT & Governors All Staff	<p>Review meetings with HT and Governor Staffing committee on recruitment.</p> <p>Governors meetings</p> <p>School Council</p>
Disability	<ul style="list-style-type: none"> • Reported equality incidents are logged and investigated, justice and consequences managed accordingly, with pupils seen as a vital part of this process • Visitors to the school are in sympathy with these aims. • Attainment and achievement data reveals equality through few notable differences 	<p>Curricular opportunities to understand what disability is, and how it affects people.</p> <p>Challenging of prejudice and stereotypes</p> <p>To continue working with the Speech & Language Specialist provision and all other agencies ensuring that we use best practice in provision and integration</p> <p>To be open and welcoming to all pupils and parents with any disability; making arrangements where possible to accommodate them practically.</p> <p>Work with specialists to ensure disabled pupils are given the best opportunities e.g. speech therapy, specialist nurses .</p> <p>Provide an active, differentiated curriculum for all pupils to access</p> <p>Work closely with parents, respecting their viewpoints</p>	HT & Governors All Staff	<p>Parents questionnaires</p> <p>Pupil Questionnaires</p> <p>Informal feedback</p> <p>Incident Log</p> <p>Curriculum Planning</p> <p>Feedback from other partners e.g. EWO</p>

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		<p>about future schooling options, working with them to visit special schools where necessary or supporting the visits of children</p> <p>Support families where there are mental health challenges</p> <p>Ensure disabled children are enabled to take part in the school curriculum including wider enrichment activities</p> <p>Ensure disabled candidates are given equal opportunities in selection procedures</p> <p>Ensure any staff member becoming disabled will be accommodated wherever reasonably possible, in consultation with LA</p>		
Gender		<p>Monitor on an annual basis the performance of different groups, (Gender)</p> <p>Analyse who has performed in what way and why, and address any inadequacies</p> <p>Ensure the curriculum has both boy/ girl friendly opportunities as well as gender neutral</p> <p>Do not stereotype girls/ boys into one direction e.g. boys being leaders, and encourage pupils to see the qualities and skills they have as being diverse and complementary</p> <p>Ensure school opportunities such as School Council, ECO Warriors, sporting opportunities and G&T activities, are equal in gender wherever possible</p> <p>Promote positive images of both genders, and use positive role models from the community</p>	HT & Governors All Staff	
Race/Ethnicity		<p>Curricular opportunities to understand what race is, and what it means to people, e.g. world studies</p> <p>Challenging of prejudice and stereotypes</p> <p>Ensuring that we use best practice in provision and integration</p>	HT & Governors All Staff	

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		<p>To be open and welcoming to all pupils and parents of all races</p> <p>To provide interpreter where necessary</p> <p>To monitor our provision through data analysis to ensure we are meeting needs of specific groups</p> <p>To support parents at risk of discrimination due to their race.</p>		
Religion		<p>Curricular opportunities to understand what religion is, and what it means to people, e.g. curriculum projects, circle time</p> <p>Challenging of prejudice and stereotypes</p> <p>Ensuring that we use best practice in provision and integration</p> <p>To be open and welcoming to all pupils and parents of differing religions</p> <p>To find out more about religions of our community</p> <p>To support parents at risk of discrimination due to their religion,</p> <p>Staff to be positive role models</p> <p>To buy into the Open Centre Service to provide up to date resources and 'Wow' days</p> <p>To respect parent's right to withdraw their child from parts of assembly</p> <p>Make provision for children with specific dietary requirements</p>	HT & Governors All Staff	
Sexual Orientation		<p>Ensure that selection and recruitment procedures adhere to guidelines</p> <p>To continue to promote the message that we are all equal and that we are all different</p> <p>To promote respect for all through our ethos and curriculum</p> <p>To be welcoming to parents and families irrespective of</p>	HT & Governors All Staff	

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