



Star Primary School Single Equality Policy

School Mission Statement:

At Star Primary School we believe that everyone is equally loved and accepted.

Acknowledging the diversity of our community, we...

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*



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Single Equality Policy

INTRODUCTION

This single equality policy replaces earlier individual school policies on race, disability, gender etc. The senior leadership team and governing body of Star Primary School sees this Single Equality Policy as a living document and will continuously review it and is linked to the action plan (see Appendix 2), in consultation with pupils, staff, parents, carers and all other stakeholders where possible. We believe they need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the policy and action plan to ensure that we meet the needs of people from different backgrounds.

Our aim is to eliminate discrimination, advance equality of opportunity and foster good relations at every level of the school; strategic, policy, management and classroom level. We will demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This policy will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced representation of the local and wider community. We believe that this will provide good role models for pupils from all backgrounds.

This Single Equality Policy will be linked to a joint action plan (see Appendix 2) which sets out how we intend to implement the policy over the next three years.

The content of this policy reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties referred to in Part One.

The main new provisions in the Equality Act 2010 are:

- new disability discrimination provisions (direct disability discrimination, indirect disability discrimination and discrimination arising from disability)
- new protected characteristics
- new positive action provisions
- Schools also have a "specific duty" to publish information around their equality objectives in an accessible manner

Avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

PART ONE

The Context of Our School

Star Primary School is a mainstream maintained school within the London Borough of Newham. It has 685 boys and girls on roll aged between three and eleven years.

The report of our most recent Ofsted inspection in July 2013 describes our school as being much larger than the average-sized primary school states that the proportions of pupils (1) who are from minority ethnic backgrounds, (2) who speak English as an additional language, (3) who are disabled and who have special educational needs, (4) for whom the school receives the pupil premium are all above the national average.

The Pupil Premium is additional government funding for schools, used to support the needs of children who are in care and looked after by the local authority, who are pupils who would be eligible for free school meals, if evidence needed to be provided, or who are from service families. Currently there are no children from service families. In addition, at Star Primary School a number of pupils are from refugee and migrant worker backgrounds and so a large number of children join and leave the school throughout every school year, and this has an impact on the education of many. It should be noted that the proportion of our pupils who have a *complexity* of physical, learning, language, social, transitional and other needs is increasing sharply year on year.

Additionally our staff and governors are diverse groups. As appendices to this document there are tables showing a breakdown of the protected characteristics represented and not-represented within the pupil, staff and governor bodies of Star Primary School (see Appendices 3, 4 and 5). Recruitment and employment issues with regard to staff are referenced but are covered in more detail under a separate policy.

Our Commitment to the Promotion of Equality

The Star Primary School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because of a disability or difference.

The Context of Our Single Equalities Policy

This policy document is designed to give a background to Star Primary School in respect of the protected characteristics in both education and service provision. It includes:

- The definitions in respect of each of the protected equality characteristics
- Our commitment for each of the protected equality characteristics
- Our headline achievements, aims and objectives for each of the protected equality characteristics

- Our key approaches and tools to help us achieve our equality aim

Our Primary Aim

The primary aim of Star Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, by recognising their strengths, and by encouraging them to achieve their full potential. Star Primary School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics within the school community. Those legally protected characteristics are: age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender and sexual orientation.

This means that at Star Primary School:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for any disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable

adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying (follow link to new DCC guidance).
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Training and awareness sessions will be set out in the school improvement plan.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- When drawing up policies, it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

Our Recent Achievements in the Promotion of Equality

Although we are aware at Star Primary School that the aim to promote equality and reduce discrimination is an on-going one, we are proud of our achievements to date in this area.

| Protected Characteristic | Recent Achievements |
|--------------------------------|--|
| Age | A variety of sports clubs which are being provided by experienced sports staff Music by introducing Every Child a Musician initiative Child centred displays A range of Intervention programmes eg. Ruth Miskin Literacy, Spelling Made Easy, Numicon, Maths No Problem One to one support, group support Breakfast club 6'clock club Booster classes School Council Peer assessment Jobs Fair Head Boy and Head Girl Prefects |
| Disability | Accessibility Plan SEND Policy SEND Information Report SEND School Offer EAL policy Differentiation Child Centred Plan review meetings Annual review meetings A variety of SEND provision (sensory, swimming, Gymnastics, movement group, music group) |
| Gender Reassignment | Safeguarding Policy Behaviour counsellor Recruitment Policy |
| Marriage and Civil Partnership | Recruitment Policy |
| Pregnancy and Maternity | Pay and Conditions Guidelines for all staff Risk Assessment for relevant staff |
| Race | School assemblies that address social and emotional themes Social and emotional aspects of learning (SEAL) embedded in the curriculum Discovery Month Cultural diversity displays Staff training to acquire skills to address diverse needs of children Job Fair (role models) Recruitment Policy |
| Religion and Belief | Assemblies to celebrate religious festivals of other religions Visits to places of worship Discovery month |

| | |
|--------------------|---|
| | Links with local organisations Visits to churches, mosques and gurdwaras Links with schools in the cluster meetings and other schools in the neighbourhood Parents working as voluntary helpers in school Helping all members of the school to develop a shared sense of community which is the key priority of the school Jobs Fair Recruitment Policy |
| Sex (Gender) | Safeguarding Policy Helping all members of the school to develop a shared sense of community which is the key priority of the school Head Boy and Head Girl Prefects Recruitment Policy |
| Sexual Orientation | Safeguarding Policy Helping all members of the school to develop a shared sense of community which is the key priority of the school Recruitment Policy |

PART TWO

OUR LEGAL DUTIES

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts, where an employer took reasonable steps to prevent such acts.

THE 'PROTECTED CHARACTERISTICS' WITHIN EQUALITY LAW ARE:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 – 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender Reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs

- of gender dysphoria and therefore it is relevant in any school environment.
- **Marriage and Civil Partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and Maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and Belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex (Gender)** - A man or a woman.
- **Sexual Orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'PROHIBITED CONDUCT' (Acts That Are Unlawful):

- **Direct Discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect Discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination Arising from Disability** - Treating someone unfavourably

because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

- **Gender Re-assignment Discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
- **Pregnancy/maternity Related Discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by Association or Perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

PUBLIC SECTOR DUTIES (Applies to Schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

REASONABLE ADJUSTMENTS AND ACCESSIBILITY PLANS (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
 1. Increase disabled pupils access to the school curriculum
 2. Improve the physical environment
 3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils

generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

For more information download guidance from the DfE:

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

and Equality Human Rights website:

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools).

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote equality through community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

RESPONSIBILITIES

The Governing Body will:

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

The Headteacher will:

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, 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.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All Staff will:

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

All Pupils will:

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

All Our Parents and Carers will:

- Support our school in its implementation of this Single Equality Policy
- Follow the school policy through their own behaviour
- Ensure their children attend and engage in the learning
- Inform staff about any prejudice related incidents that occur

Visitors (e.g. parent helpers, contractors) will:

- Be aware of, and comply with, the school's equality policy.
- Comply with any equality requirements contained within contracts to work.
- Refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Equality Roles and Responsibilities for Specific Members of Staff:

Louise Havercan, Community Liaison Manager will co-ordinate and monitor equality and community cohesion.

Temi Adeshina, Behaviour Management and Counselling will manage incidents of discrimination, victimisation or harassment.

Senior Leadership Team will monitor progress/attainment of learners from different groups.

Lisle Von Buchenroder, Head Teacher will monitor recruitment and career progress of staff from different groups.

Nicole Putscher, SENCO will provide reasonable adjustment and support for disabled pupils.

Breaches of the Policy:

- Breaches of this Single Equality Policy will be managed in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.
- If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their age, disability, gender, gender reassignment, marital status, pregnancy or maternity, race, religion or belief or sexual orientation, they should report this without fail through the School's complaints procedure.
- Complaints by staff will be dealt with under the Grievance Policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equality Policy.

APPENDIX 1

DEFINITIONS

| | |
|-----------------------------------|--|
| Biological Sex | Biological sex is the gender assigned at birth, depending on the appearance of the infant. |
| Cohesion | People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion. |
| Community | From the school's perspective, the term 'community' has a number of meanings: The school community – the students we serve, their families and the school's staff. The community within which the school is located – in its geographical community, and the people who live and/or work in that area. The community of Britain – all schools by definition are part of it. The global community – formed by European and international links. |
| Disability | In the UK a person is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. |
| Diversity | Recognising that we are all different. Diversity is an outcome of equality and inclusion. |
| Equality | This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome. |
| Equality Impact Assessment | Equality Impact Assessments are a good measure to ensure the embedding of equalities and diversity. Impact assessments should be carried out covering all protected characteristics and they should identify both good practice as well as areas where your performance in ensuring diversity could be improved. |

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|--------------------------------|---|
| Gender | A person's gender refers to the fact that they are male or female. In relation to a group of people it refers to either men or women or to boys or girls. |
| Gender Identity | Gender identity is the gender that a person 'identifies' with, or feels themselves to be. |
| Gender Reassignment | A person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with. Gender Reassignment may also be known as Gender Dysphoria . It does not necessarily require a medical process or treatment to be undertaken. A person may simply make their intention known or may begin to dress or behave according to the gender they identify with. |
| Inclusive | Making sure everyone can participate, whatever their background or circumstances. |
| Pregnancy and Maternity | This is the state that any female person of any age are in if they are or have been pregnant, have given birth within the last 26 weeks, or are breast-feeding a baby who is aged 26 weeks or younger. |
| Race | The definition of Race is outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. |
| Religion or Belief | The term 'religion or belief' refers to a religious and/or philosophical belief, including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism) |
| Sexual Orientation | A person's sexual orientation towards (1) persons of the same sex, (2) persons of the opposite sex, or (3) persons of either sex |

APPENDIX 2

| EQUALITY ACTION PLAN FOR PROTECTED CHARACTERISTICS | | | | | |
|--|--|--|---|---|--|
| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing?? | What are the timeframes | Early success indicators |
| All | Publish and promote the Equality Plan through the school website, newsletter and staff meetings. | Question about parent awareness of Equality Scheme in annual survey | Headteacher / SLT/ designated member of staff | Immediately after Equality Plan is agreed by governing body | Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan |
| All | Encourage pupils to take on more responsibility through the school. Prefects, House Captains, Head Boy & Head Girl.(School council, monitoring stairwells, office duties, playground buddies, breakfast club duties) | Pupil surveys, staffing meetings feedback, increase in pupils' participation, confidence and achievement levels | Headteacher / SLT/ designated member of staff | Yearly | Pupils are more visible throughout the school taking responsibility and showing initiative. Pupils feel proud when supporting and helping others. |
| All | Continue to promote the "Nurturing and Growing Together" for all children through personalised targets, awards and 'Jobs Fair'. | Pupil survey findings School council Talking to pupils Feedback from Jobs Fair visitors Phase Leaders to monitor pupil targets and assess impact | Headteacher / SLT /designated member of staff | Ongoing | There is measurable progress in children's enjoyment and engagement at school. Children display a sense of self –belief that they are able to achieve their true potential. Children are able to track their own progress; have clear identifiable goals. Children show interest and desire to aspire to new things and plan a future career. |
| All | Celebration of faiths linked to Star Values | Assemblies Book sampling Pupil voice/surveys | Headteacher / SLT /designated member of staff | Ongoing | Heightened awareness of other faiths and cultures across the school. |

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing?? | What are the timeframes | Early success indicators |
|-----------------|---|---|--|-------------------------------|--|
| All | Rigorous analysis of data to ensure all pupils achieve. Identified groups of pupils targeted to raise attainment. Particular focus on writing in Reception, KS1 and LKS2. | Half termly assessments Data to LA SLT discussion on progress with external School Improvement Partner. HT report to Governors | Headteacher / SLT Governing body | Ongoing | Reading, writing and phonics is extremely well taught and translates to over 70% of pupils achieving the ELG for reading and writing and 81% of children passing the phonics screening in Y1 |
| All | To use the new Community Room in order to engage more parents in specific workshops which link in with school priorities. Parent Information Meeting every term. | Parental Questionnaires Feedback from staff | Headteacher / SLT /designated member of staff | Termly PIM Meetings | Programme of parental workshops in place for the spring /summer term. Parents are more informed of ways to support their children. |
| All | Lessons to support parents with little or no English | Feedback from parents. EAL Co-ordinator to report to Head Teacher. | Headteacher / SLT /designated member of staff | Ongoing (6 week workshops) | Parents with no English learn key words and phrases. Parents more able to engage with school and within the community |
| All | 'Jobs Fair' event to raise the aspirations of both parents and pupils. | Parents and Community Team to oversee | Headteacher / SLT /designated member of staff | May 2017 May 2018 | Jobs Fair has been successful in broadening pupil/ parents views of both careers and life opportunities both at home and abroad. |
| All | Arrange an event which will showcase the school's commitment to Internationalism | Language and International Team to facilitate Parent Surveys | Headteacher / SLT /designated member of staff | June 2017 June 2018 | Parents and the local community take part in an event 'International Carnival'; that highlights Internationalism and Cultural Awareness linked to discovery month |
| All | Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity | Increase in pupils' participation, confidence and achievement levels | Humanities lead, through history lesson plans | Ongoing | Notable increase in participation and confidence of targeted groups |

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing?? | What are the timeframes | Early success indicators |
|-----------------|--|--|---|-------------------------|---|
| All | To drive Out of School Hours Learning (OSHL) through a variety of lunchtime and after school club. | Parent and pupil questionnaires. Impact of provision closely tracked by Coordinator – feedback to HT Assessment file for Quality Assurance Mark – updated regularly. | Headteacher / SLT /designated member of staff | Ongoing | Pupils have access to wide range of experiences that are sport related, creative, technical as well as academic. Increase in attendance as children want to come to school. Development of the whole child; particularly social skills. School accreditation in recognition of provision = QUISS mark – silver award |
| All | To disseminate Star's excellent SEND practice across schools. To share exemplars of pupil profiles and child centred plans with colleagues across the LA. | Termly meetings with parents Governors meetings SLT meetings LA Cluster meetings | Headteacher / SLT /designated member of staff | Yearly | Consistent approach to pupil profile and child centred plans across the school Pupils aware of personal targets Parents fully informed and on board Good practice followed up with the LA |
| All | Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population | Gifted and Talented register monitored by race, gender and disability | Headteacher / SLT /designated member of staff | From Sept 2016 | Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity |
| All | Ensure that displays in classrooms and corridors promote diversity | Increase in pupil participation, confidence and positive identity – monitor through PSHE | Headteacher / SLT /designated member of staff | Ongoing | More diversity reflected in school displays across all year groups |

By order of the Governing Body of Star Primary School

(Signed)_____ Dated _____(Head Teacher)

(Signed)_____ Dated _____ (SEND Link Governor)

This policy is due for review in January 2019

Please contact us on 020 7476 5336 if you would like us to make arrangements to help you with this document.