

Cavendish Church of England Primary School Equality Act 2010 Action Plan 2019-2020



Signed: On behalf of Governing Body	
Signed: Headteacher	
Date:	
Date to be Reviewed:	

Our school vision '*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*' reflects our inclusive approach in our educational and pastoral outlook. Children are taught to challenge prejudice and to be proactive in ensuring equality of opportunity for all.

This action plan is to comply with the specific duty for schools to publish information about progress towards meeting the three general duties listed below.

Three general duties:

- Eliminate discrimination, harassment and victimisation
- 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, people who live with and support those with protected characteristics, and people who do not share it.

The protected characteristics, under the Equality Act 2010 are:

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

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

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The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school has disabled pupils, staff members and service users.

Area	How we currently monitor	Does this meet the need (yes/no)	Future improvements
Pupil attainment	Termly data through cross referencing to the SEND & vulnerable groups register	yes	Governors to report on tracking and compare differing groups for outcomes.
Pupil progress	Termly data through cross referencing to the SEND vulnerable groups register	yes	Subject leaders to track different groups within specific subjects.
SEND register	Staff meeting termly update; Census submission; Case studies are updated at least annually or as significant changes require.	yes	
SEND vulnerable groups	Register of identified vulnerable groups as classified by ofsted/ equality act. Shared & updated termly by staff. Reported anonymously to	yes	

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	governing body. Referenced to benchmarking data, SIMS data, census returns.		
Prejudice related incidents	These are reported in the head teacher's termly report to the governing body. Any incidence cross-referenced to SEND/Vulnerable groups register	yes	Individual action plan accompanies any identified incident.
Exclusions	School is proactive in working collaboratively with families and external agencies to avoid the use of exclusion. Reported in the head teacher's termly report to the governing body. Governing body training 2019.	yes	
Gifted and talented	Through cross referencing to the SEND vulnerable groups register. Extension tuition and activities offered to AG&T in receipt of PP.	Yes	Further develop outreach support.
The Curriculum	School curriculum is topic linked, selected from Curriculum 2014 programme of study. The school follows the Suffolk scheme of work for RE, which includes studies of 6 main faiths. PSHE - $\frac{1}{2}$ termly focus for each life skill	To extend & develop	Track subject areas to ensure a balance of cultures, faiths, ethnicity & characteristics represented in the provision of works studied. <ul style="list-style-type: none"> • Art and artists completed 2015-16

	<p>Pregnancy, gender, identity and single sex relationships are discussed as part of Key Stage 2 Sex and Relationships programme of study approved by the governing body (2011, revised. 2018)</p> <p>Model SRE DfE 2019</p> <p>As a Church of England School, our Collective Worship follows the values for life programme. Christianity is seen as a global faith.</p> <p>French is studied as a global language. School actively promotes global and international events such as World Religion Day, International Human Rights Day, Diwali, Sukkot, Wesak.</p> <p>The school follows a 4 year rolling programme to ensure that places of faith are visited for each of the six main religions followed in Britain today, as reflected by the Suffolk Curriculum.</p> <p>Forest School provision updated and reviewed 2018-19.</p> <p>Reasonable adjustments to</p>		<ul style="list-style-type: none"> • Music and composers completed 2016/17 • Map open & challenging question topic links to support Prevent (PVE) awareness 2017-18 • PSHE provision reviewed 2018. New scheme of work written to reflect SMSC, British Values, Safeguarding and SIAMS framework. Implement across school 2019-20 • Multicultural and diverse exemplars of half termly CW value to be mapped 2019 • Audit of literature and guided reading texts 2019-20 • Develop for scientists 2019-20 as part of subject development <p>Ensure activities promote and foster relations between those with and without</p>
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	ensure access for identified children.		protected characteristics. Explicit curriculum topic links are mapped to British Values & SMSC. School to launch language screening tool 2019-20 through Suffolk guidelines. Inclusivity in approach.
Percentage pupil take up in extra curricular activities	Clubs database termly, crossed referenced to SEND vulnerable register Most externally provided clubs for sport and exercise are provided free of charge at point of service to ensure equality of access. Inclusive approach adopted; adjustments to individual need as required. Arts clubs developed to support creativity as means of self-expression to support well-being.	Yes	Future development to include % of hard to reach participation through survey and discussion to inform new programme. School achieved Gold Level PE Mark. Achievement reflects % take up of clubs.
Parental involvement	Tracking of % take up for parent evening meetings referenced to send vulnerable groups register.	Yes	Attendance registers are kept for parental workshops/volunteer training.

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	<p>(100% attendance - achieved by CTs offering alternative meetings/ telephone consultations for hard to reach.)</p> <p>School has adopted policy based on DfE "Parental Responsibility" January 2016 document.</p> <p>Family category for school vision statement competition 2019.</p> <p>Newsletter weekly, on website or to individual email.</p> <p>Hard copies available.</p>		Copies of presentations sent home to families unable to attend.
Admissions	<p>School application form for SIMS data entry collects voluntary responses to identifying categories of age, race & religion.</p> <p>Reviewed September 2012, 2014.</p> <p>Updated 2017 to include birth country as per census data return.</p> <p>Ensure data collection and collation meets GDPR compliance, May 2018.</p> <p>One consent form introduced 2019 in line with DfE education visit guidance.</p>	Yes	Increase CT visits to feeder settings to ensure any potential barriers are identified before the point of transition.
Staff composition	Characteristics are collated through the county issued	Yes	Vulnerable groups register for staff created 2018-19

	<p>recruitment application form.</p> <p>These are separated before short listing to ensure equality of opportunity.</p> <p>Open door policy. Any concerns followed up.</p>		
Volunteers & Visitors	<p>All volunteers receive in school training and are Enhanced DBS checked.</p> <p>Annual update training takes place including</p>		<p>Volunteer training programme to include refresher training on inclusion and protected characteristics.</p> <p>Increase range of opportunity and diversity by including visitors/workshops to school.</p> <p>Ensure that school displays and information support inclusiveness and remove unnecessary gender references.</p>

Priority Actions

- 1) Audit of curriculum - phased stages as listed above.
- 2) Subject leaders to track progress by identified groups
- 3) Further develop role of well-being co-ordinator.