

**Thornbury Primary School  
Equality Action Plan  
2013-17**

Focus	Vision/Aims	Action	Responsible	Monitoring and Evaluation
Age	<ul style="list-style-type: none"> <li>• Pupils, Staff, families and school community respect the rights of others.</li> <li>• They accept that we are all different.</li> <li>• They show tolerance of others</li> </ul>	<p>Age is not used as a factor in selecting candidates for recruitment            City policy followed with regard to retirement            Older staff at retirement age given opportunity to continue working            Visitor reflect a age balance            Staff positively model the value of older people in our society            Younger staff given opportunities to be mentored by or work with more experienced staff, so enabling a balance and sharing of different qualities and experiences</p>	HT & Governors All staff	<p>Termly review meetings with SLT and Governor            Dec/ March/ July</p> <p>Governors meetings (see yearly calendar for agenda focuses)</p>
Disability	<ul style="list-style-type: none"> <li>• They are given opportunities to learn about similarities and differences</li> <li>• They are taught to value diversity</li> <li>• Prejudice is challenged</li> <li>• Individual or groups experiencing difficulties in respect of equality issues are supported sensitively</li> <li>• Pupils are encouraged to take responsibility for their actions, according to their age and understanding</li> <li>• Reported equality incidents are logged and investigated, justice and consequences managed accordingly, with pupils</li> </ul>	<p>Curricular opportunities to understand what disability is, and how it affects people, e.g. MENCAP presentation            Challenging of prejudice and stereotypes            To continue to operate the City Speech &amp; Language Specialist provision, ensuring that it used best practice in provision and integration            To be open and welcoming to all pupils and parents with disability; making arrangements where possible to accommodate them practically            Provide marked disabled bays and dropped kerb in car park            Consider physical disability in considering new building plans e.g. A sloped path to new Reception area/ lift access, so allowing greater access            Work with specialists to ensure disabled pupils are given the best opportunities e.g. speech therapy, specialist nurses            Provide signer for hearing impaired parents e.g., at concerts or parents evenings            Provide an active, differentiated curriculum for all pupils to access            Work closely with parents, respecting their viewpoints about future schooling options, working with PSA to visit special school where necessary            Support families where there are mental health challenges; e.g. Mental Health triangular consultations            Ensure disabled children are enabled to take part in the school curriculum including wider enrichment activities            Ensure disabled candidates are given equal opportunities in selection</p>	HT & Governors All staff	<p>School Council            Annual Meeting</p> <p>Parents questionnaires</p> <p>Pupil Questionnaires</p> <p>Informal feedback</p> <p>Incident Log</p> <p>Curriculum Planning</p> <p>Assembly log</p> <p>Feedback from other partners e.g. EWO</p>

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	<p>seen as a vital part of this process</p> <ul style="list-style-type: none"> <li>• Visitors to the school are in sympathy with these aims.</li> <li>• Attainment and achievement data reveals equality through few notable differences</li> </ul>	<p>procedures</p> <p>Ensure any staff member becoming disabled will be accommodated wherever reasonable possible, in consultation with LA</p> <p>At new Reception Parents meetings, and for new arrivals, enquire if there are any arrangements we need to make e.g. large print</p> <p>Provide PowerPoint presentations and notes for parents with hearing impairment</p> <p>Communicate more using the Parents 2 teachers communication system, and also be text where appropriate for parents with learning needs or hearing impairment</p> <p>Provided Dictaphone communication for parents of SEN where parent has visual impairment, or reading difficulties</p>		
Gender		<p>Monitor on termly basis the performance of different groups, (Gender)</p> <p>Analyse who and why has performed in what way, 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 complimentary</p> <p>Ensure school opportunities such as School Council, G&amp;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>	<p>HT &amp; Governors All staff</p>	
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> <p>To be open and welcoming to all pupils and parents of differing race</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>HT &amp; Governors All staff</p>	

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		<p>To find out more about cultural differences of our parent body          To support parents at risk of discrimination due to their race, e.g. PSA supporting parent by accessing Racial Equality Council for legal and financial support with respect to housing and employment          Be aware of cultural differences in relation to Child Protection e.g. arranged marriage/ female genital mutilation</p>		
Religion		<p>Ensure that selection and recruitment procedures adhere to guidelines          Curricular opportunities to understand what religion is, and what it means to people, e.g. curriculum projects, circle time          Challenging of prejudice and stereotypes          Ensuring that we use best practice in provision and integration          To be open and welcoming to all pupils and parents of differing religions          To find out more about religions of our community          To support parents at risk of discrimination due to their religion,          Staff to be positive role models          To carry out a daily act of Christian worship, in accordance with the law          To buy into the cultural diversity Service to provide up to date resources          To increase the number of faith speakers to provided assemblies and workshops from a first hand point of view          To respect parent's right to withdraw their child from parts of assembly          Make provision for children with specific dietary requirements</p>	<p>HT &amp;          Governors          All staff</p>	
Sexual Orientation		<p>Ensure that selection and recruitment procedures adhere to guidelines          To continue to promote the message that we are all equal and that we are all different          To promote respect for all through our ethos and curriculum          To be welcoming to parents and families irrespective of their sexual orientation          To address prejudice where it arises</p>	<p>HT &amp;          Governors          All staff</p>	