

Thornbury Primary School

Equality Action Plan

2018-22

| Focus | Vision/Aims | Action | Responsible | Monitoring and Evaluation |
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| 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 | <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 Visitors reflect an 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 Governors Dec/ March/ July</p> <p>Governors meetings (see yearly calendar for agenda focuses)</p> |
| Disability | <ul style="list-style-type: none"> • 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 • Reported equality incidents are logged and investigated, justice and consequences managed | <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 & Language Specialist provision, now EYFS and KS1 and KS2, 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 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, visit special school where necessary Support families where there are mental health challenges; e.g. Mental Health CAMHS consultations Ensure disabled children are enabled to take part in the school curriculum including wider enrichment activities</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>Assembly log</p> <p>Feedback from other partners e.g. EWO</p> |

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| | <p>accordingly, with pupils seen as a vital part of this process</p> <ul style="list-style-type: none"> • Visitors to the school are in sympathy with these aims. • Attainment and achievement data reveals equality through few notable differences | <p>Ensure disabled candidates are given equal opportunities in selection procedures</p> <p>Ensure any staff member becoming disabled will be accommodated wherever reasonable possible, in consultation with CAT</p> <p>At new Foundation 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 Teachers 2 Parents/ Parent Pay communication system, and also by text and email - beneficial 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 Committees, 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/ Diversity Programme</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> | HT & Governors All staff | |

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| | <p>To monitor our provision through data analysis to ensure we are meeting needs of specific groups</p> <p>To find out more about cultural differences of our parent body</p> <p>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</p> <p>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</p> <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 carry out a daily act of Christian worship, in accordance with the law</p> <p>To buy into the cultural diversity Service to provide up to date resources</p> <p>To increase the number of faith speakers to provided assemblies and workshops from a first hand point of view</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 their sexual orientation</p> <p>To address prejudice where it arises</p> | HT & Governors All staff | |