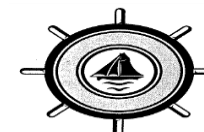


## Whitstable Junior School Single Equality Scheme Action Plan 2018-2021



Review – April 2021

R = Race, D = Disability, G = Gender, R/B = Religion or Belief				Planned Outcome	Planned Action / Impact Year 1 Actions	Timescale	Named Person	Monitored by	Ongoing Evaluation Years 2 & 3 Actions
R	D	G	R / B						
	EAP – General promotion of equality for all groups			Produce a single equality scheme based on research in the school	School identifies priorities and actions to be taken for inclusion in SES across the whole area of school activity, ensure a focus on Race, Gender & Disability.	6 months	Head teacher		Continue to monitor policies, procedures and practice for positive impact assessment.
				All new and existing policy, procedures and practices to undergo equality impact assessment on pupils, staff and parent/carers, in particular the attainment & progress of vulnerable groups.	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage and set priorities accordingly.	To be set by SLT over current and future Strategic Action .	Head teacher		Continue to monitor PCP's for impact.  Regular reports to FGB and/or LA with specific focus on race, disability or gender.
				All staff receive CPD on the schools arrangements to promote equality in the context of their job role (e.g. Mid Day Supervisors – positive ethos and preventing/managing incidents. Teachers – curriculum and teaching	School staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, practice and procedures in the	Induction. Ongoing programme of training.			Evaluations of CPD Indicate and increase in staff confidence and competence. Observations of teaching and learning include strategies to promote equality and narrow the gap in outcomes. Ongoing programme of training. Regular reporting to governors on the impact of CPD
					Ensure that SLT are clear about their responsibilities in the recruitment and selection of staff.	Recruitment procedures ensure equality for candidates and recruit the best person to the role	6 months	Head teacher and FGB	

R = Race, D = Disability, G = Gender, R/B = Religion or Belief				Planned Outcome	Planned Action / Impact Year 1 Actions	Timescale	Named Person	Monitored by	staff reflect diversity. Ongoing Evaluation Years 2 & 3 Actions
R	D	G	R / B						
	✓			Accessibility Plan reflects current position in the school	Update Accessibility Pan	Term 4 -6 2018	AK	SLT & Govs Resources Committee	Action Met
	✓			Provision for disabled pupils and adults is regularly monitored	Governors and SLT to monitor the site regularly	Every seasonal term	FC	SLT & Govs Resources Committee	Timetable in place and all visits completed to date
	✓			All staff have awareness of their responsibilities towards meeting the needs of disabled pupils	All staff know definition of disability and their responsibilities through staff CPD	Term 3 2019	AK	SLT & Governors	CPD in Term 3 2019
✓	✓	✓	✓	All stakeholders have opportunity to share views about Equality in school and provision for groups	Parent Voice Questionnaire School Council Meeting	Terms 3 & 4 Each year	GM	SLT & Govs	All meetings taking place as scheduled
✓	✓	✓	✓	Continually improve the provision and ethos of the school's approach to equality	Regular monitoring and evaluation of school's Single Equality Scheme	Annual Review and Action Plan	GM	HT	Reviewed and discussed at SLT March 2019
✓	✓	✓	✓	All staff to take practical account of diversity and promote equality and inclusion in their teaching.	Through monitoring	Term 4 2019		SLT & Governors	Discussed at Refelction Days 2021,2021
✓		✓	✓	All Stakeholders know and use the WJS definition of a family: "Our family consists of the people who love and care for us outside of school irrespective of gender, race, biology or location.	All staff know our definition of a family and vocabulary is consistent across the school	Term 4 2019		SLT & Governors	CPD delivered at Staff Meeting Term 4 2020, 2021
✓		✓	✓	Language and behaviours of all stakeholders towards others is consistent, regardless of specific characteristics.	Expectations of behaviour and appropriate language are made clear to all stakeholders. Consequences of	Term 4 2019	Staff	SLT & Governors	Monitored through Citizenship pupil /Leaders of Learning interviews 360 Monitoring

					inappropriate action are clear and consistent.				
✓			✓	To develop the understanding of different races and cultures and the impact that this has on us in the UK.	Increase opportunities for representatives from different races and cultures to come into school.	Curriculum reviews – termly. Subject leads to identify opportunities	Phase Leaders Geography Subject leader	SLT & Governors	Monitored by SLT Term 6 2020 curriculum Review July 2021
✓			✓	All staff to have an awareness of responsibilities towards children from different ethnic groups.	Staff CPD	Update annually from Sept 2018		SLT & Governors	Monitored at Staff Dev Days Term 6 annually

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