

## Equality Action Plan 2017

Element of the Duty	Key Actions	Who	Target for completion	Expected outcome/ Impact
<b>Eliminate discrimination that is unlawful under the Equality Act 2010</b>	<p>Carry out impact assessment for those policies and procedures that have equality implications, giving priority to the following:</p> <ul style="list-style-type: none"> <li>o Creating the Climate for Learning</li> <li>o Procedures for educational visits</li> <li>o Anti-bullying</li> <li>o Confidentiality</li> </ul> <p>Take above policies to Governors' if appropriate.</p> <p>Identify a member of staff as a dedicated contact point for disabled parents and carers (remit to include identification of accessibility needs).</p> <p>Educational Visits policy and Guidance clearly makes reference to equality and diversity. Training for staff undertaking planning for trips with .</p> <p>Robust procedures in place, following HR/LA/Law protocol and guidance.</p>	<p>SLT</p> <p>BM/SENCO</p> <p>EVC</p>	<p>Nov 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ensures no discrimination in school policies.</p> <p>Equality to access trips, visits and residential experiences.</p> <p>Our School promotes work-life balance and flexible working requests. Pregnant staff on maternity leave are not discriminated against.</p>
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<p><b>Eliminate harassment (and bullying) related to protected characteristics</b></p>	<p>Create an area for mentoring and safe haven during lunchtimes for students at risk.</p> <p>Identify specific issues that need to be addressed and brought to the attention senior staff. (This may identify actions within other elements of the Equality duty).</p> <p>Set up and maintain buddy system for all disabled students.</p> <p>Robust system in place to track and monitor racist, sexist, homophobic etc. incidents. Staff “violence at work” procedure records incidents. Gender neutral accessible toilets in each block.</p>	<p>FSW EWO Ind Dept</p> <p>All staff</p> <p>Guidance and IND Dept</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Working and supporting with students with their issues.</p> <p>Ensuring all students feel safe around school.</p> <p>Constructive feedback Ensuring all students feel safe around school.</p>
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<p><b>Promote equality of opportunity</b></p>	<p>Awareness of the Equality Act and the legal protection it offers staff who are covered by it, through staff training:</p> <ul style="list-style-type: none"> <li>• explain that disclosure can enable the school to make reasonable adjustments</li> <li>• raise awareness of the policy on harassment and bullying;</li> <li>• promote awareness of the support available to disabled members of staff</li> </ul>	<p>All staff</p>	<p>Ongoing</p>	<p>Clarification of who is covered under the Equality Act.</p> <p>Support in response to expressed needs of staff.</p> <p>Easier access/parking for disabled visitors</p>

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	<ul style="list-style-type: none"> <li>include information on disabled parking and access on all invitations to school events.</li> </ul> <p>Explore the need for introduction of any new Sport and PE activity to ensure activity not exclusively aligned for non-disabled students only.</p>	PE DEPT	Ongoing	Inclusive learning
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<b>Promote positive attitudes towards disabled people</b>	<p>Raise awareness and empathy of non-obvious disabilities e.g. speech, sight, hearing, through assemblies &amp; in Maths week activities during RE lessons. Assess outcome through Tutor activities.</p> <p>Ensure disabled pupils have the necessary support to participate in class discussions.</p> <p>Encourage staff to show that they value the contribution of disabled pupils, through the assembly programme and tutor time.</p>	All staff Students	Ongoing	<p>Change in attitudes &amp; raised awareness amongst students.</p> <p>Raise awareness of pupils.</p> <p>Greater sensitivity of staff within classroom environment.</p>
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<b>Encourage participation by disabled people in public life</b>	Volunteer opportunities to be made available to students.	All staff	Ongoing	

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<p><b>Take steps to meet disabled people's needs, even where that involves treating disabled people more favorably than other people</b></p>	<p>Re-examine and respond to information on disabled pupils Offer support sessions (as appropriate) for parents/carers of disabled students to provide basic advice on how they in liaison with the school can support student learning</p>	<p>BM, SENCO  BM, SENCO  SENCO</p>	<p>New - 2017</p>	<p>Allows the identification of specific needs in order to inform planned response to meeting needs.  Creates and demonstrates existence of supportive learning environment</p>
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