



Joint Equality Spreadsheet 2015-18

General Equality Autumn 2012 reviewed 2016		
Induction of new arrivals Are we a welcoming inclusive School?	We will answer this by: Testing the way that we induct new members into our community by interviewing them six weeks after their arrival. The target groups would include: <ul style="list-style-type: none"> • Pupils • Staff • Governors • Volunteers 	
Minority groups Do we engage fully with all of the minority groups in our School?	We will answer this by: Clarifying and recording the steps we take to ensure there are no parents in the School who are unable to fully participate in their child's education. How do we identify these groups? What approach is taken? How do we assist them? The target groups would include: <ul style="list-style-type: none"> • Military families • Lower socio economic families • English as a second language families • Traveller families 	
Positive role models Do we have role models in School that illustrate the wide variety of different people who make up our community?	We will answer this by: Paying particular attention to the different groups: <ul style="list-style-type: none"> • Gender • Age • Religion • Culture • Abilities Invite: Male role models into Assemblies or smaller practical sessions, eg Doctors, Vets,	

	<p>Craftsmen, Butchers, Bakers... Older folk to talk about the history of our town Different religions and cultures to give a glimpse into faith and beliefs. Disabled explaining how their lives are different to able bodied.</p> <p>Overall give children a positive appreciation of Diversity in our town, country and world</p>	
<p>Gender Spring 2011 reviewed 2014</p>		
<p>By the end of year one we will have: Continued to challenge gender issues in all areas of the curriculum Identified the key gender equality issues for our school Publicised actively our procedures to eliminate harassment and discrimination on the grounds of gender in education and employment Ensured that incidents of sexist bullying and harassment are recorded Ensured that any gender issue arising from discretionary payments made to staff are immediately addressed</p>	<p>We will do this by: Using our staff and curriculum to encourage boys in all areas of the curriculum Gathering relevant information and using to inform gender equality actions Analysing pupil achievement data by gender Consulting with relevant people and using that information to identify equality objectives/actions Raising awareness of this scheme and its aims through training, parents” meetings, our newsletter, website, staff development meetings and curriculum fusion teams Nominating a senior member of staff to co-ordinate the monitoring of sexist bullying Monitoring allocations of discretionary payments</p>	
<p>By the end of year two we will have: Assessed the impact of our policies and practices that have a high relevance in promoting gender equality on our pupils, staff and governors (attendance, behaviour, exclusions.)</p>	<p>We will do this by: Gathering and using information on how our policies and practices affect gender in the workforce and delivery of services Working with our partners and community groups to support developments in recruitment and retention of men in primary schools and early years’ settings</p>	
<p>By the end of year three we will have: Assessed the impact of those policies and practices that have not been assessed in year two Ensured our subcontractors are supporting us in meeting the gender equality duty</p>	<p>We will do this by: Amending existing equal opportunities/diversity conditions in contract to comply with gender equality duty</p>	
<p>Disability Winter 2010 reviewed 2014</p>		
<p>In the longer term, disabled people will be involved in the application of our disability scheme</p>	<p>We will do this by: A consultative group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and</p>	

	<p>procedures</p> <p>A termly social event for disabled children, parents and staff will be arranged to gather views in an informal setting</p> <p>Parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability</p> <p>Pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability</p> <p>Disabled staff have regular meetings with their line manager to discuss how the school can best enable them to work</p> <p>Children and young people with disabilities have regular meetings with their learning mentors to identify any perceived difficulties. Learning mentors make recommendations to the Headteacher</p>	
<p>Disabled stakeholders will be included in all areas of school life</p>	<p>We will do this by:</p> <p>Attracting a wider field for recruitment, including disabled people</p> <p>Retaining the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people</p> <p>Developing in-house expertise about what disabled staff and/or pupils may require</p> <p>Providing role models for children and young people</p> <p>Bringing different life experiences and new skills to the school</p> <p>Helping foster good relations with all employees by showing that everyone is valued and treated fairly</p> <p>Providing opportunities for disabled learners to take positions of responsibility</p> <p>Raising satisfaction and enjoyment levels across a range of school activities</p> <p>Raising aspirations and ambitions for the future</p> <p>Creating successful transition into the next stages of education, training or employment</p> <p>Ensuring access to school trips</p> <p>Encouraging and facilitating involvement in after school clubs and activities</p>	
<p>Autumn 2015</p>		
<p>Equality Objectives</p>	<p>Monitoring and Evaluation</p>	
<p>British Values Equality Objective</p> <p>We will embed the Core British Values throughout our curriculum and deliver using our PSHE and SMSC provision.</p>	<p>We will monitor our success by scrutinising Teachers' planning and by sampling the views of groups of pupils.</p>	

<p>Mental Health Equality Objective</p> <p>We will promote a sustainable positive self-image for all children and take affirmative action to support the development of this.</p>	<p>We will monitor our success by reviewing the effectiveness of the support delivered by sampling the views of groups of pupils and scrutinising reflective diaries.</p>	
<p>Religious Diversity Equality Objective</p> <p>Within its overall Christian ethos, Amesbury CE Primary School recognises and celebrates the diversity of religious belief and practice among its pupils, including those who have no stated faith. It encourages an atmosphere of curiosity, tolerance and respect in relation to such diversity.</p>	<p>We will evaluate the effectiveness of this objective by:</p> <ul style="list-style-type: none"> • Monitoring the variety and quality of Collective Worship with respect to its focus on all or no religions. • Scrutinising a mixture of Religious Education lesson plans, ensuring diverse coverage of all or no religions. • Interviewing a range of selected pupils, to discuss their understanding of faith, tolerance and diversity. 	
<p>NEW Summer 2016: Cultural Development and Understanding Objective</p> <p>Amesbury CEVC Primary School recognises the important role culture (film, theatre, art, museums, galleries) play in our society and in particular that not all pupils have equality access to our diverse cultural heritage. Amesbury CEVC Primary School will promote cultural development and understanding through a rich range of experiences both in and beyond the school.</p>	<ul style="list-style-type: none"> • We will promote the importance of the role of culture in our lives, and how it assists in the development of young minds, and will result in the growth of not only academic proficiency, but also produce rounded and appreciative individuals. • We will monitor our success by scrutiny of teacher’s planning, sampling the views of groups of pupils and by engaging in learning walks around school. 	
<p>New Summer 17: Sexual Orientation and Gender Identity Equality Objective</p> <p>This school is committed to helping every child develop into self-confident young people able to access all opportunities available to them. This school recognises that a small minority of children do not feel they fit neatly into society’s views of boy-gender and girl-gender.</p>	<p>This school will:</p> <ul style="list-style-type: none"> • Ensure all our children thrive and achieve to the best of their ability and that gender stereotypes are minimised e.g. in the case of activities, toys, musical instruments or subjects that may be considered more girl or boy appropriate (an example of this might be that girls might be considered better at literacy and boys at maths). • Ensure that all our children can be who they are without the introduction of unnecessary gender constraints or limitations • Educate our children about negative language that may isolate and demean particular vulnerable pupils e.g. transphobic language. • Work with children on an individual basis as required, to provide relevant support, and to make appropriate adaptations to meet their needs 	

Actions: Senior leaders to investigate arranging and implementing CPD session(s) for staff to explore transgender issues further.	
Monitoring arrangements: Governors to assure themselves, by discussions with staff, that: <ul style="list-style-type: none">• all staff members are confident and comfortable to talk about transgender issues with students and wider members of the school community• staff feel confident that they can identify when there is a need for any further support or for implementation of sympathetic strategies to deal with transgender issues.	