



Appendix 1 Fox Hill Primary Equality Action Plan

Introduction

This Action Plan sets out how **Fox Hill Primary** will work to:

- promote racial equality in line with our duties under the Race Relations Act as amended 2000 and the procedure for reporting racist incidents involving pupils in schools.
- promote disability equality in line with our duties under the Disability Discrimination Act 2005 and our Accessibility Plan.
- promote gender equality in line with our duties under the Equality Act 2006.

Involvement of disabled people

Fox Hill's data and arrangements for disability monitoring highlight that in 2016/17:

- 5.9% of pupils by disability
- 0% of staff by disability
- 0% of governors by disability

Ethnic monitoring

Fox Hill's data and arrangements for ethnic monitoring highlight that in 2016/17:

- 18.5% of pupils by ethnicity (Fox Hill currently has 11 languages other than English)
- 2.8% of staff by ethnicity (This is now 0%)
- 0% of governors by ethnicity

Impact Assessment (Racial / Disability/ Gender Equality)

We have undertaken an impact assessment through our analysis of RAISEonline and used our own achievement and progress data and this has identified vulnerable or underachieving groups from within our pupil community. Provision for these pupils has been informed by this analysis and will be monitored through activities identified in the SCSP Partnership and Individual Academy Development Plan.

Relevant Duty	What the duty requires us to do.	What will Happen	Who will do it	How long will it take	Outcome
	<p>Note The headings in this column relate to the requirements of the General Duty and Specific Duties on schools.</p>	<p>Note You need to state the specific action that you will take. This will need to reflect the circumstances of your school.</p>	<p>Note You will need to state the lead person for the action.</p>	<p>Note You will need to state when in the 3 year lifetime of the Scheme that the action will be completed.</p>	<p>Note You will need to state the equality outcome that undertaking this action will bring.</p>
<p>Race Disability Gender Cohesion</p>	<p>What steps you will take to support the development of equality of opportunity for:</p> <ul style="list-style-type: none"> ▪ All racial groups ▪ Disabled persons ▪ Women and men ▪ Girls and boys <p>Whether as pupils, staff or a part of the wider school community.</p>	<p>Personalising learning and tracking progress for all children. All policies will reflect the single equality scheme.</p>	<p>SLT, Governors with support from PLT, Directors and Executive Principal</p>	<p>On-going</p>	<p>School will be aware of any vulnerable and / or underachieving groups and take swift action to address this. Policies will impact on action.</p>
<p>Race Disability Gender Cohesion</p>	<p>What steps you will take to eliminate unlawful discrimination for:</p> <ul style="list-style-type: none"> ▪ All racial groups ▪ Disabled persons ▪ Women and men ▪ Girls and boys <p>Whether as pupils, staff or a part of the wider school community.</p>	<p>Investigate any reported discriminatory incidents swiftly and with dignity and respect for the individual concerned. Provide training on the single equality scheme for staff and governors.</p>	<p>Principal SLT CPD Co-ordinator Learning Mentor Pupil Support Assistants</p>	<p>On-going</p>	<p>Reduction of incidents. Better informed staff and governors.</p>

Race Disability Gender Cohesion	What steps you will take to eliminate racial, disability related or gender harassment for all pupils, staff and the wider school community.	Seek the views of pupils. Make the school's single equality scheme available to parents and other stakeholders. Use pupil groups, circle time, assemblies and appropriate resources to raise awareness of equality issues.	All staff Pupil council	Autumn Term Autumn Term Ongoing	We will be more aware of the opinions of the pupils. All stakeholders will have a clear knowledge of the responsibilities of all. Equality will have a high profile in the school.
Gender	What steps you will take to prioritise and implement gender equality objectives.	Use RAISE on line to analyse outcomes for all.	SLT	Termly tracking, SIP visit monitoring and Annual analysis	School will be aware of any gender issues and plan appropriate strategies to address these for groups
Disability Cohesion	What steps you will take to develop positive attitudes to disability (pupils, staff and the wider school community).	Use positive role models and materials to promote positive attitudes to disability.	All staff Inclusion Manager Family of Schools support	Review resources annually	Resources relating to disabilities will be visible around school which will promote positive attitudes. .
Race Cohesion	How will you support the development of good relations between different ethnic groups which includes a shared sense of belonging for all racial groups.	Through Assemblies Through multi cultural aspects of the curriculum. Focus activities Celebrating Cultural Diversity.	All staff Invited speakers	Ongoing	By encouraging a better understanding, there will be better relations between all ethnic minority groups.

Disabled Cohesion	What steps you will take to encourage participation by disabled people in the whole school community.	When advertising events ensure that people with a disability are aware that they will be catered for wherever possible. Encourage people with a disability to be proactive in the life of the school.	Governors Principal	Ongoing	People with a disability will be confident their needs will be met. People with a disability will be more involved in the life of the school.
Race Disability Gender Cohesion	What steps will you take to monitor your policies and practice, for example: <ul style="list-style-type: none"> ▪ School workforce profile by ethnicity, disability and gender ▪ Pupil Attainment by race disability and gender ▪ Racial incidents 	We will use the Equality Impact Assessment Toolkit. Continue to monitor appointments and promotions relating to ethnicity, disability and gender. Use RAISE on line and pupil trackers to analyse outcomes by race, disability and gender. Use RIHMS to record and monitor racial incidents.	Governors Principal SLT	Ongoing	Reduction in the number of incidents. Ensure data is used to track, assess and plan for meeting all pupils needs.

Disability Cohesion	<p>What other steps and actions will you take to take disability into account, for example:</p> <ul style="list-style-type: none"> • Providing educational Opportunities • Raising attainment • Reducing exclusion • Participation in school trips • Participation in all the school activities and services • Pupils in position of Responsibility • Work Experience 	<p>Monitor participation in all school activities and services including school trips.</p> <p>Ongoing training for staff linked to the changing needs of disabled pupils.</p> <p>Take advice on all actions, including disability regarding exclusions and trips and the recording of these</p>	<p>Inclusion Director (AR) CPD Co-ordinator (MR) Learning Mentor (OM) Pupil Support Assistants (TW and LT) EVC (MS)</p> <p>Parents advice</p> <p>EVC and LA advisor for trips</p> <p>S Kelly- Access and Provision</p>	<p>Ongoing and as and when required</p>	<p>All children will access all school activities. Staff will be confident in meeting the needs of all pupils.</p> <p>Issues related to disability and access issues will be assessed and support provided to the best of our ability</p>
Race Disability Gender	<p>What steps will you take to assess the impact of your policies on:</p> <ul style="list-style-type: none"> ▪ All racial groups ▪ Disabled persons ▪ Women and men ▪ Girls and boys <p>Whether as pupils, staff or a part of the wider school community.</p>	<p>Seek the views of stakeholders.</p>	<p>SLT</p>	<p>Annual feedback to Governors through Executive Principal's Report.</p> <p>Parent consultation and feedback</p>	<p>Policies and practice will be updated to reflect the views of others</p>

Race Disability Gender	<p>What steps you will take to gather and use information on:</p> <ul style="list-style-type: none"> ▪ All racial groups ▪ Disabled persons ▪ Women and men ▪ Girls and boys <p>Whether as pupils, staff or a part of the wider school community.</p>	Use questionnaires to establish views of all groups in our school community and analyse responses.	SLT	Annually	Identify priorities to feed into a future action plan.
Race Disability Gender	How will you consult your stakeholders.	Through newsletters, questionnaires and informal discussions.	SLT	Ongoing	We will establish the views of others and can then act on them.
Race Disability Gender	What steps will you take to train and develop your staff on racial, disability and gender equality.	Share Equality Scheme with the whole staff.	CEO	Summer Term 12 and then annually	Staff will be fully involved in the implementation of the plan.
Race Disability Gender	How you will provide an Annual Report of progress on racial, disability and gender equality and carry out your 3 yearly review.	Annual report to Governors through the CEO Report.	CEO	Summer Term 2012 and then annually	Governors will be well informed and able to update action plan.