

**Richard Avenue Primary School      Single Equality Scheme Action Plan (Objectives) 2019 – 2022**

Amended Summer 2019

Tick to identify which statutory duty/equality legislation the planned action is meeting): A = Age, D = Disability, GA = Gender Reassignment, M/CP = Marriage & Civil Partnership, P/M = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex (Gender), SO = Sexual Orientation, CC = Community Cohesion										Objectives	Support	Timescale	Milestones	Success Criteria
A	D	GA	M/CP	P/M	R	R/B	S	SO	CC					
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	To ensure all staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Head teacher, Deputy & Senior Management	Staff meetings Ongoing  Policy INSET	Issue raised at Staff meetings & Policy INSET. Mentioned during any induction of new staff, work experience students Induction or outside provider coming into school.	Staff have raised awareness of Single Equality Scheme
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	To ensure the Headteacher will take active steps to have local community representation on the staff & governing body.	Headteacher & Chair of Governors	Ongoing	Recruitment of underrepresented groups is monitored.	Headteacher plans for recruitment from underrepresented groups.
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	To ensure Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes. (PSHE)	Headteacher, PSHE Subject Leader, teachers, TA's	Ongoing	Schemes of work audited to ensure coverage.	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, Also develop an ethos of celebrating difference.

You should aim to ensure that the actions you have identified in relation to the race, disability and gender cover all the necessary statutory duties. For example actions on race should aim to either 1. Eliminate unlawful racial discrimination, 2. Promote equality of opportunity, 3. Promote good relations between people of different racial groups (see sect 2 – “Meeting our Duties” for all the duties to covering race, disability and gender). Place a tick next to the action in respect of which duty it relates to (see example above). For actions relating to sexual orientation, age, religion or belief and community cohesion place a tick in the relevant box if your action relates to any of these

Objective	Support	Timescale	Milestone	Success Criteria
To ensure easy access to the single equality plan– for all in our school community.	HT DH Class teachers PSHE Sub Leader Children	Summer 2019 onwards  Ongoing	<ul style="list-style-type: none"> <li>• Scheme published on school website, parents invited to comment and feedback to school. This will be notified to parents in the school newsletter.</li> <li>• Children to be involved through school council presenting an Assembly on Equality and Fairness.</li> </ul>	Scheme is available to all school community.
To ensure all in the school community understand the definition of ‘Disability’	HT DH Business manager	Summer 2019 onwards  Ongoing	<ul style="list-style-type: none"> <li>•To raise awareness of disability– each September in the first Newsletter home.</li> <li>• PSHE lesson including disability definition – ensure children understand</li> </ul>	Community confidently use definition of ‘Disability’ as stated in DES.
To create an atmosphere of mutual trust and respect.	HT DH	Ongoing	<ul style="list-style-type: none"> <li>• RAPS school newsletter raise awareness of this &amp; publicises the opportunity to approach the school if appropriate.</li> <li>• Positive relationships between staff and parents is the basis for creating an atmosphere of mutual trust and respect.</li> </ul>	The school’s ethos is one of openness, mutual trust and respect.
Ensure all areas of the school are fully accessible.	HT, DH, Chair of Governors  HT, DH, Chair of Governors	Build in to premises development plan for next 3 years	<ul style="list-style-type: none"> <li>• The school is fully accessible to meet all needs. As and when this changes, the premises plan will be reviewed.</li> <li>•Ensure the curriculum is fully accessible to all pupils.</li> </ul>	The school is fully accessible.  SENCO to ensure all pupil are addressed immediately
Review all documentation regularly	HT, DH	3 year policy reviewing/ rewriting cycle	•Ensure that when all school documentation is ready for review, SES is referred to – including provision for disabled.	Policies gradually reviewed taking account of Single Equality scheme.
Continue to ensure that risk assessments are carried out which are specific to pupils with disabilities.	HT, DH	Summer 2019 onwards  Ongoing	• Specific pupil risk assessments carried for individual pupils in school and on VOS.	Pupil safety enhanced and promoted.



