



**Carville**  
Primary School

# Carville Primary School Equality & Diversity Action Plan 2019 - 2022

Ratified by Governors 2<sup>nd</sup> October 2019

## Policy Authorisation

Authorised Date	By	Version
October 2019	Governors	1.0

Date of Review	Changes made	Date of Next Review
September 2020		

## **Single Equality Action Plan**

This document details the actions we'll take over the next three years to satisfy the requirements of the protected characteristics as referred to in the Single Equality Scheme.

The objectives in this plan have been written following the evaluation of equality information provided by service users including pupils, parents, Governors and staff.

Carville Primary School equality and diversity objectives for 2019 – 2022 are:

1. To continue to involve stakeholders in the equality process.
2. To ensure that our recruitment practices are designed to attract candidates from as wide a pool as possible; balancing gender, local community make-up and ethnicity.
3. To increase pupils' knowledge and understanding of different religious groups.
4. To ensure that the needs of in-year intake pupils (particularly EAL and asylum seekers) are assessed and actions agreed as soon as possible on entry.
5. To increase staff and pupil knowledge and understanding of equality and diversity issues.

<b>Objective</b>	<b>1. To involve stakeholders in the equality process</b>		
<b>Timescale</b>	Continuous	<b>Responsibility</b>	RH/DE
1(a)	Continue to use the "Parents' Forum" to identify issues in relation to school policies and procedures. <ul style="list-style-type: none"> <li>To hold at least six "Parents' Forum" events during the academic year.</li> </ul>		
Progress			
1(b)	To regularly review Ofsted "Parent View" and other parent feedback forms to identify emerging issues and areas of concern for parents. <ul style="list-style-type: none"> <li>To look at "Parent View" on at least a half-termly basis.</li> </ul>		
Progress			
1(c)	To provide regular feedback to the Governing Body and other appropriate agencies in regard to the school's requirements under the Equality Act 2010. <ul style="list-style-type: none"> <li>To present equality data to the Governing Body on at least an annual basis.</li> </ul>		
Progress			
1(d)	To continue to collect data from service users with regards to all aspects of equality and diversity. <ul style="list-style-type: none"> <li>Information will be collected and analysed on an annual basis.</li> <li>The pupil starter pack will include forms to collect equality information for new service users.</li> <li>New Governors will be asked to complete a data form on appointment.</li> </ul>		
Progress			

<b>Objective</b>	<b>2. To ensure that our recruitment practices are designed to attract candidates from as wide a pool as possible; balancing gender, local community make-up and ethnicity.</b>		
<b>Timescale</b>	Continuous	<b>Responsibility</b>	RH/DE
2(a)	To monitor applications for vacancies to identify significant factors. <ul style="list-style-type: none"> <li>To review the recruitment process if necessary to ensure vacancies are attracting representative candidates.</li> <li>To consider advertising in specialist press to widen the candidate pool (if necessary).</li> </ul>		
Progress			
2(b)	To request supply staff from different ethnic groups and gender to ensure that positive role models are seen. <ul style="list-style-type: none"> <li>To review supply staff arrangements to ensure that outstanding male and BME teachers are used as often as possible in all key stages in the school.</li> </ul>		
Progress			

<b>Objective</b>	<b>3. To increase pupils' knowledge and understanding of different religious groups and cultures.</b>		
<b>Timescale</b>	Continuous	<b>Responsibility</b>	SLT
3(a)	To review the RE curriculum in line with national requirements. <ul style="list-style-type: none"> <li>Ensure that all teachers are aware of the requirements of the curriculum</li> <li>To arrange for visitors to the school to speak about different religions</li> <li>To visit different centres of worship in the local area</li> </ul>		
Progress			
3(b)	To continue to support different cultural events. <ul style="list-style-type: none"> <li>To celebrate Commonwealth Day</li> <li>To celebrate Chinese New Year</li> <li>To hold a Remembrance Event; inviting parents and other service users</li> <li>To invite visitors to the school to speak about different cultural experiences.</li> </ul>		
Progress			

<b>Objective</b>	<b>4. To ensure that the needs of in-year pupils (particularly EAL and asylum seekers) are assessed and actions agreed as soon as possible on entry.</b>		
<b>Timescale</b>	Continuous	<b>Responsibility</b>	SLT: Monitoring T / TA: Delivery
4(a)	To undertake in-take assessments on arrival. <ul style="list-style-type: none"> <li>Referring the pupil to specialist support for any identified additional needs.</li> <li>Agreeing any translation requirements for parents to ensure key information is relayed.</li> </ul>		
Progress			
4(b)	To ensure the child is made to feel welcome to class. <ul style="list-style-type: none"> <li>Agree a buddy system for the pupil for the first few weeks in class.</li> </ul>		
Progress			

<b>Objective</b>	<b>5. To increase staff and pupil knowledge and understanding of equality and diversity issues</b>		
<b>Timescale</b>	Continuous	<b>Responsibility</b>	RH, SLT, Governors
5(a)	<p>To assess the PSHE curriculum in line with statutory RSE guidance to ensure that equality and diversity issues are comprehensively covered.</p> <ul style="list-style-type: none"> <li>• To monitor incidents of racist, homophobic, disabled or sexist behaviour by pupils.</li> <li>• To design specific modules (if required) to tackle behaviour as above.</li> <li>• To work with parents and other agencies to deal with pupil specific behaviour in relation to the above areas on a one-to-one basis.</li> <li>• To deliver parent workshops to help parents understand and tackle inappropriate behaviour.</li> </ul>		
Progress			
5(b)	<p>To deliver (if necessary) specialist training to ensure that staff have a comprehensive understanding of equality and diversity issues.</p> <ul style="list-style-type: none"> <li>• Monitor complaints of racist, homophobic, disabled, or sexist behaviour by staff and others.</li> <li>• To identify key issues for staff training in relation to dealing with pupil behaviour.</li> <li>• To ensure that all staff are aware of the reporting process for dealing with inappropriate behaviour or comments.</li> </ul>		
Progress			
5(c)	<p>To ensure that all staff have the skills to identify pupils at risk of possible radicalisation.</p> <ul style="list-style-type: none"> <li>• To arrange for training to be provided by Northumbria Police.</li> </ul>		
Progress			