

Earlsfield Primary School
Equality and diversity scheme

Incorporating gender equality, race equality, disability equality and actions to support and promote community cohesion.

School's Aims and Values

This scheme sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment.

At Earlsfield School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Treating all those within the school community (eg pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

School Context

Earlsfield Primary School is a larger than average-sized school for pupils aged three to eleven years. It is situated in the London Borough of Wandsworth. The school is two form entry with 370 full-time pupils on roll in the main school. In addition, the school has a nursery class with 52 fte pupils (36ft, 16am, 16pm). Pupils attend the nursery from the September of the academic year in which they are four years old, and many move into the main school in the September of the academic year in which they are five. For the last few years the school has had a waiting list for entrance into reception.

Evidence from baseline assessments carried out during the first term in the reception class show that many of those entering the main school have low starting points and historically, this is reflected in end of KS1 attainment. Despite this the children continue to make good gains and have significant value added by the end of Year 6 which for the last two years has put the school in the top 10% nationally in terms of CVA. The number of pupils eligible for free school meals, at 25%, is above the national average as is Special Needs at 24%. 35% of children have English as a second language. The school is culturally diverse with significant groups being white British (44%), Black or Black British (African or Caribbean) 24%, and Asian or Asian British Pupils accounting for 10% of the school population.

Equality Legislation

This equality and diversity scheme enables Earlsfield School to meet our statutory obligations under the equality duties outlined below and includes a set of specific measurable targets for each area of legislation. The key pieces of equality legislation are:

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on us when carrying out our functions, to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women.

The Disability Discrimination Act 2005 states that we should in carrying out our functions have due regard to the need to:

- eliminate unlawful disability discrimination
- eliminate disability related harassment
- promote equality of opportunity between disabled people and others
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

The Race Relations Amendment Act 2000 states that we should in carrying out our functions, have due regard to the need

- to eliminate unlawful racial discrimination; and
- to promote equality of opportunity and good relations between persons of different racial groups'

Duty to Promote Community Cohesion. The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted to report on the contributions made in this area. The duty on schools came into being from September 1 2007.

Roles and Responsibilities

This equality and diversity scheme links to other specific policies and action plans that the school produces including the School Improvement Plan.

This equality and diversity scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff.**

Introduction to this equality and diversity scheme will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this scheme in the same way as child protection, health and safety and behaviour policies form part of the induction process.

- **The Head and Senior Management Team**
will demonstrate through their personal leadership the importance of the scheme. They will ensure that all staff are aware of the scheme and understand their role and responsibilities in relation to it. The Head Teacher will assess and monitor the impact of the scheme and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Head Teacher will ensure that the additional resources are used appropriately. They will be targeted on the basis of identified need and outcomes are monitored.
- **Governors**
The governing body has agreed this scheme and will assess and monitor the impact of the scheme annually. One member of the Governing body will have a specific responsibility for monitoring this policy, acting as the designated governor for equality and diversity.
- **All Staff**
All staff - will familiarise themselves with this scheme and know what their responsibilities are in ensuring that it is implemented. Teachers will know the implications of the scheme for their planning, teaching and learning strategies as well as for behavioural issues.
- **Pupils**
Pupils will be made aware of how the equality and diversity scheme applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults.
- **Parents/Carers**
Parents and Carers will be encouraged to participate fully in implementing the equality and diversity scheme within the school – particularly by reinforcing its ethos at home. Parents/Carers will be invited to comment on the scheme and will be regularly updated on progress.

Training

All staff and governors will receive training on the scheme and their responsibilities. All new staff and governors will have the scheme explained to them as part of induction arrangements. Following revision of the scheme, changes will be communicated to all staff and “refresher” training will be arranged as necessary. Following its formal adoption, all pupils will be given an overview of the scheme and their responsibilities.

Breach of the Policy

We will ensure that all governors, staff, pupils and parents are fully aware of the content of the Scheme and their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the scheme. All persons covered by scheme will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the scheme – in the first instance to the Head Teacher and or member of the senior leadership team. It will be for the Head Teacher in consultation with other relevant staff, to decide on appropriate response to any breach of the scheme, depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School’s Behaviour policy)
- Involvement of Governors
- Fixed term or permanent exclusion

Monitoring, Assessing and Reviewing the Policy

We will monitor the impact of this scheme on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils attainment we will collect information about pupils’ performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupil’s attainment such as:

- Exclusion
- Harassment and bullying
- Curriculum teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils.
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular it will help us to:

- Highlight any difference between pupils
- Ask why these differences exist and test explanations given

- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- Rethink and set targets in relevant strategic plans
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements

Behaviour Policy.

Every organisation depends on people behaving in certain ways to achieve its purposes. A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Negative behaviour disrupts these processes.

Pupils at Earlsfield are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times. We believe in working, as much as possible, on the positive reinforcement of good behaviour.

We have a behaviour policy that the whole school community are aware of and are expected to promote and maintain. Parents and Carers agree to this through the Home School Agreement.

The School has already a commitment to a policy of equal opportunity for all. Behaviour or comment against the race, sex or religion of another person is unacceptable. We do not tolerate bullying or fighting and any such incidents are dealt with firmly. Harassment in any form is not tolerated and within this policy is dealt with firmly and effectively by consistent action.

Community Cohesion

We work together with our local community to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within our school and encouraging our pupils to actively engage with others to understand what they all hold in common.

Our activity to promote community cohesion can be grouped under the following areas:

- Teaching, learning and curriculum
- Equity and excellence
- Engagement and extended services.

Specific examples of the activities we implement to promote community cohesion include:

- A curriculum provision that supports and promotes high standards of attainment,
- Teaching that supports and promotes high standards of attainment.
- Promoting common values, that enables pupils to understand and comprehend the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping

Teaching, learning and curriculum

Children are actively engaged in their learning through Assessment For Learning which is evident in most elements of class teaching. Appropriate differentiation offers challenge for more able learners and scaffolding for low attainers. Support is also in place in the form of intervention strategies for children with SEN and targeted support for EAL Learners.

Equity and excellence

Data is used effectively within the school, and children's progress is monitored closely through regular scrutiny of books and monitoring of teaching. Data provided by RaiseOnLine and The Fischer Family Trust are used to ensure that all children receive the level of support required to enable them to progress. The data that the school collates throughout the year is also used.

Children are aware of the school behaviour policy and the positive strategies in place as well as the outcomes for displaying poor behaviour and how such behaviour is dealt with.

Admissions to the school are judged against the criteria set down by the LEA.

The curriculum is diverse and themed weeks reflect the nature of the school.

Engagement and extended services.

We aim to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds. Links are built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity.

- Working with community representatives, for example through mentoring schemes or bringing community representatives into school to work with pupils
- Strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals
- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses
- Provision of extended services and community use of facilities for activities that take place in and out of school

Assessing the impact of policies

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies. The main question for assessing the impact of **all** our school's policies -giving special attention to pupils' attainment levels-will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil attainment differences between pupils? Do our policy aims lead to action to deal with differences that

have been identified (for example, extra coaching for pupils, or steps to prevent bullying)?

- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision making

We will make this scheme widely available both within the school community and in the wider community so that all the Governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:

- Formally adopting the scheme at a Governing body meeting and recording this in minutes.
- Distributing copies of the adopted scheme to all members of staff
- Discussing the scheme with pupils and making sure they know what it means
- Informing parents that copies are available in the school reception area.
- Where possible, producing the scheme in alternative formats on request.

This equality and diversity scheme was formally adopted by Earlsfield School on

Signed:

Chair of Governors

Head Teacher

Disability Equality Action Plan.

Action	2007/08 Target	2008/09 Target	2009/10	Person responsible
To gather and monitor data on disabled pupils and their attainment levels (1)	To make full and effective use of 'p-scale' assessment to evaluate pupil attainment. Identify actions that can be implemented to improve the attainment levels of disabled pupils.	To make full and effective use of 'p-scale' assessment to evaluate pupil attainment. Publish data on disabled pupil attainment levels as part of three year review of Disability Equality Scheme and report against actions set in 2007/08	To make full and effective use of 'p-scale' assessment to evaluate pupil attainment.	Learning Support Co-ordinator
Undertake a re-cavass of all existing staff inviting any staff who consider that they have become disabled to submit a self-classification form.	On-going	On-going	On-going	Admin procedures
Encourage all appointees (who have not done so at the recruitment stage) to indicate at induction whether or not they consider themselves to be disabled. (2)	On-going	On-going	On-going	Admin procedures
Continue to monitor the reasons for rejection of disabled applicants.(2)	100% of disabled applicants	100% of disabled applicants	100% of disabled applicants	Head/Governors
To work to support compliance with the following provisions of the "Disability Symbol" (two ticks) scheme:-				
Interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities. (2)	100% compliance	100% compliance	100% compliance	Head
Ensure that at least once a year disabled employees are offered the opportunity of a meeting with a manager/personnel officer to discuss needs for adjustments and their development.(2)	100% compliance	100% compliance	100% compliance	Head
Make every effort when employees become disabled, to make sure they stay in employment.(2)	100% compliance	100% compliance	100% compliance	Head
Take action to ensure that all employees develop the appropriate level of disability awareness needed to make your (i.e. the Council's) commitments work. (2)	Monitor training plan	Monitor training plan	Monitor training plan	Head
Ensure that disabled pupils are supported to achieve through the provision of support (mentors/ teachers) and appropriate resources (ie audio books) (3)	Audit resources to ensure they are matched to need.	Audit resources to ensure they are matched to need.	Audit resources to ensure they are matched to need.	Head/Governors
Ensure that disabled pupils can access the facilities and support they require (3)	Review premises in light of accessibility plan	Review premises in light of accessibility plan	Review premises in light of accessibility plan	Head/Governors
Ensure that disabled children know how to be healthy (3)	As part of PHSE curriculum	As part of PHSE curriculum	As part of PHSE curriculum	All staff
Ensure that disabled children are not victims of bullying or harassment (3)	Record and report with racial incidents reporting	Record and report with racial incidents reporting	Record and report with racial incidents reporting	All staff / Admin to record and

	incidents of disabled harassment Update harassment/bullying policy to make explicit reference to harassment on the grounds of disability and a policy of zero tolerance regarding disability discrimination.	incidents of disabled harassment	incidents of disabled harassment	report to LEA
Ensure that positive attitudes towards disabled people are promoted.	Curriculum reflects diversity and positive images of disabled pupils	Curriculum reflects diversity and positive images of disabled pupils	Curriculum reflects diversity and positive images of disabled pupils	All Staff
Ensure that disabled pupils' voices are heard.	As part of school council remit and feeding back / statemented chdns annual reviews.	As part of school council remit and feeding back / statemented chdns annual reviews.	As part of school council remit and feeding back / statemented chdns annual reviews.	All Staff
Ensure that disabled pupils have access to appropriate progression routes.	Monitor progress in respect of attainment and also creative subjects	Monitor progress in respect of attainment and also creative subjects	Monitor progress in respect of attainment and also creative subjects	Learning support co-ordinator
Ensure that disabled parents are supported to access information about their child's progress at school	Documentation available	Documentation available	Documentation available	Head/Learning Support Co-ordinator
Ensure that parents of disabled children are supported to access information about their child's progress at school	Documentation available	Documentation available	Documentation available	Learning Support Co-ordinator
Ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate in school bodies.	To be explicit in paperwork that all applications are considered	To be explicit in paperwork that all applications are considered	To be explicit in paperwork that all applications are considered	Governing Body
Ensure that disabled pupils can participate in extra curricular activities	Provide accessible activities	Provide accessible activities	Provide accessible activities	Head
Ensure that disabled pupils can participate in school trips and visits.	Consider venues – subject to risk assessment	Consider venues – subject to risk assessment	Consider venues – subject to risk assessment	All staff.

Key.

(1) Action extracted from Wandsworth Council's disability equality plan. Support with this action will be provided by Wandsworth Council's Performance & Standards/Research & Evaluation Team.

(2) Action extracted from Wandsworth Council's disability equality plan. Support with this action will be provided by Wandsworth Council's Education Personnel Department

(3) Action developed by (insert name) school

Gender Equality Action Plan.

Action	2007/08 Target	2008/09 Target	2009/10 Target	Person responsible
To reduce the attainment gap between boys and girls.	Monitor attainment levels	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	SMT
To ensure that the profile of school staff reflects that of the wider community.	Promotion, recruitment and monitoring	Promotion, recruitment and monitoring	Promotion, recruitment and monitoring	Head Governors
Ensure that all children know how to be healthy	Review curriculum	Communicate to parent on Healthy Schools Monitor uptake of FSM	Review curriculum - parental questionnaire	Whole school community
Ensure that children are not victims of bullying or harassment	Update harassment/bullying policy to make explicit reference to a policy of zero tolerance regarding sexual discrimination/harassment	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual update against Gender Equality Action Plan to Governors	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual update against Gender Equality Action Plan to Governors	School to complete
Ensure that positive attitudes towards men and women are promoted and stereotypes are challenged.	Monitor curriculum	Monitor curriculum	Monitor curriculum	Coordinators
Ensure that all pupils' voices are heard.	School Council/ annual questionnaire	School Council/ annual questionnaire	School Council/ annual questionnaire	Deputy
Ensure that girls and boys have access to appropriate progression routes and that girls and boys are encouraged, where appropriate, to adopt non-stereotypical progression routes.	Monitor uptake of activities	Monitor uptake of activities	Monitor uptake of activities	Office
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	Parents Evening Reports Open Days Formal and informal meetings	Parents Evening Reports Open Days Formal and informal meetings	Parents Evening Reports Open Days Formal and informal meetings	SMT
Ensure that the governing body of the school reflects that of the wider community	Governors to promote governing body to all of school community; active recruitment	Governors to promote governing body to all of school community; active recruitment	Governors to promote governing body to all of school community; active recruitment	Governors
Ensure that all pupils can participate in extra curricular activities and that through extra curricular activities gender stereotypes are challenged.	Equal participation	Equal participation	Equal participation	Office
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	Equal participation	Equal participation Review of charging policy	Equal participation	Governors Office

Race Equality Action Plan

Action	2007/08 Target	2008/09 Target	2009/10 Target	Person responsible
To gather and monitor data on pupils from each race represented in the school and their attainment levels.	Identify any patterns relating to pupils from each race represented in the school. Identify actions that can be implemented to improve the attainment levels of pupils from races who are under-performing.	Review the effectiveness of actions taken in 2007/08. Identify new actions that need to be taken to improve the attainment levels of pupils from races who are under-performing.	Review the effectiveness of actions taken in 2008/09. Identify new actions that need to be taken to improve the attainment levels of pupils from races who are under-performing.	SMT
To promote that the profile of the school staff reflects that of the wider community.	Monitor profile of staff	Monitor profile of staff	Monitor profile of staff and	SMT
To maintain the school's standing as a non-denomination school by celebrating all races and faiths.	Celebration assemblies to focus on festivals and important events in all faiths.	Make links with religious leaders in our community who can come to school and take whole school assemblies.	Celebration assemblies to be lead by religious leaders and the children when celebrating important events and festivals.	SMT
To assist parents who need information translated.	Contact Wandsworth translation services in instances where a parent requires a translation.	Contact Wandsworth translation services in instances where a parent requires a translation.	Contact Wandsworth translation services in instances where a parent requires a translation.	Parent/Carers
To incorporate pupils' backgrounds into their learning to create a diverse and holistic curriculum.	Classroom displays to incorporate languages represented in the class. Curriculum to be designed to celebrate and incorporate children's backgrounds. Monitor planning for cultural links. Promote and celebrate Black History Month as a school.	Classroom displays to incorporate languages represented in the class. Curriculum to be designed to celebrate and incorporate children's backgrounds.	Classroom displays to incorporate languages represented in the class. Curriculum to be designed to celebrate and incorporate children's backgrounds.	Deputy

Ensure that positive attitudes towards all races are promoted as a staff.	New staff to be provided with Equality and Diversity Scheme.	Organise team events to promote team working and positive working relationships.	Organise team events to promote team working and positive working relationships.	Head Teacher/ Deputy
Ensure that the board of governors promote positive attitudes towards all races.	Governors to attend Community Cohesion training. Governor to be appointed to be responsible for community cohesion.	Ensure Community Cohesion Governor liases with EMAG teacher.	Governors to attend Community Cohesion training. Ensure Community Cohesion Governor liases with EMAG teacher.	Chair of Governors
Ensure that professional development is open to all staff.	Professional development requirements to be discussed with all staff during performance management meetings.	Professional development requirements to be discussed with all staff during performance management meetings.	Professional development requirements to be discussed with all staff during performance management meetings.	Head Teacher
Ensure that all applicants for a job, who meet the minimum criteria for the job vacancy, are interviewed and are considered on their abilities.	Monitor the racial background of all applicants to discover what applicants are attracted to work at Earlsfield.	Implement any changes resulting from monitoring.	Evaluate previous actions to determine the way forward.	Office
Ensure that all children know how to be healthy.	Healthy eating to be promoted through workshops and the curriculum.	Incorporate cooking into the curriculum in EYRs and Key Stage 1	Incorporate cooking into the curriculum across whole school	SMT
Ensure that positive attitudes towards people of different races are promoted and stereotypes are challenged.	New staff to be provided with Equality and Diversity Scheme. Monitor racial/bullying incidents.	Use the SEAL programme to promote different backgrounds and challenge stereotypes. Monitor racial/bullying incidents.	Evaluate previous actions to determine the way forward. Monitor racial/bullying incidents.	SMT
Ensure that all parents are made aware of our race policy.	Equality and Diversity Scheme to be made available to parents on the school's website. Promoting the race policy through the children and school ethos.	Equality and Diversity Scheme to be made available to parents on the school's website. Promoting the race policy through the children and school ethos.	Equality and Diversity Scheme to be made available to parents on the school's website. Promoting the race policy through the children and school ethos.	SMT

Ensure that all pupils' voices are heard.	School councillors to represent their class' views and opinions on school related matters. Ensure pupil voice is represented through pupil surveys and general feedback.	Ensure pupil voice is represented through pupil surveys and general feedback.	Ensure pupil voice is represented through pupil surveys and general feedback.	All staff / promoted by Deputy
Ensure that all pupils have access to appropriate progression routes.	Evaluate and monitor pupil progress and identify any areas where they require additional support or challenge.	Evaluate and monitor pupil progress and identify any areas where they require additional support or challenge.	Evaluate and monitor pupil progress and identify any areas where they require additional support or challenge.	SLT/Class Teachers
Ensure that children are not subject to bullying on racist grounds.	Record and report racial incidents. Promote a policy of zero tolerance regarding racial discrimination/incidents. Promote Anti-Bullying week as a school.	Record and report racial incidents. Promote a policy of zero tolerance regarding racial discrimination/incidents. Teach the SEAL programme. Promote Anti-Bullying week as a school.	Record and report racial incidents. Promote a policy of zero tolerance regarding racial discrimination/incidents. Teach the SEAL programme. Promote Anti-Bullying week as a school.	Class Teacher/ SLT/ Head Teacher
Ensure that all children can participate in school trips and activities and that racial stereotype are challenged.	Plan culturally diverse school trips, which appeal to all children of all backgrounds.	Plan culturally diverse school trips, which appeal to all children of all backgrounds.	Plan culturally diverse school trips, which appeal to all children of all backgrounds.	All staff
Ensure that all children can participate in extra-curricular activities and that through those activities, racial stereotypes are challenged.	Plan a range of activities that appeal to children of all backgrounds and will focus on social skills, tolerance and acceptance in line with school ethos.	Plan a range of activities that appeal to children of all backgrounds and will focus on social skills, tolerance and acceptance in line with school ethos.	Plan a range of activities that appeal to children of all backgrounds and will focus on social skills, tolerance and acceptance in line with school ethos.	All staff and external educational providers

This disability equality scheme was formally adopted by Earlsfield School on (.....date.....).

It is agreed that the monitoring of action plans will take place on an annual basis.

Signed:

Chair of Governors

Headteacher

Gender Equality Action Plan.

Action	2007/08 Target	2008/09 Target	2009/10 Target	Person responsible
To reduce the attainment gap between boys and girls.	Target to be set by school based on school trends	Target to be set by school based on school trends	Target to be set by school based on school trends	Head and SMT
To ensure that the profile of school staff reflects that of the wider community.	To monitor recruitment in line with council policy	To monitor recruitment in line with council policy	To monitor recruitment in line with council policy	Head/ Governors
Ensure that all children know how to be healthy	To maintain and promote current initiatives in healthy eating, snack squad, walking bus and the work of the school council. Continue to develop PHSE curriculum.			All teaching staff and support staff
Ensure that children are not victims of bullying or harassment	Update harassment/bullying policy to make explicit reference to a policy of zero tolerance regarding sexual discrimination/harassment and homophobic bullying	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual update against Gender Equality Action Plan to Governors	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual update against Gender Equality Action Plan to Governors	Head / Governors
Ensure that positive attitudes towards men and women are promoted and stereotypes are challenged.	Broad and balanced Curriculum representing historical aspects, modern society and the importance of equality.			All coordinators
Ensure that all pupils' voices are heard.	School council feedback to children and parents – monitor outcomes	School council feedback to children and parents – monitor outcomes	School council feedback to children and parents – monitor outcomes	Deputy Head
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	Parents are informed in regular newsletters, meetings and are aware of school documents.	Parents are informed in regular newsletters, meetings and are aware of school	Parents are informed in regular newsletters, meetings and are aware of school documents.	Head

		documents.		
Ensure that the governing body of the school reflects that of the wider community	Chair in liaison with LEA	Chair in liaison with LEA	Chair in liaison with LEA	Chair
Ensure that all pupils can participate in extra curricular activities and that through extra curricular activities gender stereotypes are challenged.	Subsidised after school clubs so more accessibility for all children / clubs represent a range of interests as opposed to just sport.	Subsidised after school clubs so more accessibility for all children / clubs represent a range of interests as opposed to just sport.	Subsidised after school clubs so more accessibility for all children / clubs represent a range of interests as opposed to just sport.	Head
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	Where possible subsidise cost – budget dependent	Where possible subsidise cost – budget dependent	Where possible subsidise cost – budget dependent	Head

This gender equality scheme was formally adopted by Earlsfield School on (.....date.....).

Signed:

Chair of Governors