

Costessey Infant School Single Equality Scheme Action Plan 2010 – 2013 - updated March 2012

Ticks identify which statutory duty/equality legislation the planned action is meeting R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, P/M = Pregnancy or Maternity, GA = Gender reassignment CC = Community Cohesion									Planned Outcome	Planned Actions	Timescale	Actioned By	Monitored by
R	D	G	SO	A	R/B	CC	P/M	GA					
✓	✓	✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities They understand their duties under the Equality Act 2010	Raise awareness of Single Equality Scheme and The Equality Act 2010 at: Induction Staff Inset and Business meetings - regular reminders, reviews of actions	Ongoing	Head	Personnel Committee
✓	✓	✓	✓	✓	✓	✓	✓	✓	The governing body is taking active steps to be representative of the local communities	Governors plan for recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links	Ongoing - annual review of range of people on FGB	Governors	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	✓	✓	Schemes of work and policies explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes.	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia Ensure all relevant policies are linked to the implementation of the Single Equality Scheme	Ongoing	Teachers	Headteacher
✓	✓	✓	✓	✓	✓	✓	✓	✓	All children have equal opportunity to participate in clubs	All extra curricular clubs are open to all children as appropriate to their age group. Participation by different groups is actively monitored and encouraged	Ongoing	PE Subject leader and HT	Full Governing Body

✓	✓	✓	✓	✓	✓	✓	✓	✓	All members of the school community are safe from harassment.	Ensure the school ethos promotes equality of opportunity and does not stereotype in any way. Zero tolerance statement regarding harassment as part of school statement/brochure. School responds actively to any incidences.	Ongoing	Designated governors from Personnel committee	Full Governing Body
✓	✓	✓	✓	✓	✓	✓	✓	✓	Equality of opportunity for all. Good relationships between people of different groups	Actively promote equality of opportunity for staff and specific groups through job advertisements, monitoring membership of groups such as Friends, FGB to ensure wide representation	Ongoing	Designated governors from Personnel committee	Full Governing Body
✓	✓	✓	✓	✓	✓	✓	✓	✓	Children experience positive activities and events that help them respond in appropriate manners to people of different races and beliefs and all protected characteristics	Schedule regular programme of visitors, topics, events that ensure that children have a wide range of experiences that allow them to see, discuss and accept people of all races Evidence of multicultural activities can be seen as both discrete and integral parts of the curriculum. Feedback from visitors is positive	Ongoing	Curriculum committee	Full Governing Body
✓									Eliminate racist harassment	Ensure that all staff (teaching and non teaching) understand the procedures for reporting racist incidents. Monitor outcomes to ensure that appropriate action and education takes place so that all understand that racist harassment is not acceptable	Ongoing	Headteacher	Full Governing Body
	✓								Promote equality of opportunity between disabled persons and other persons Unlawful discrimination under the Act is eliminated	Ensure that pupils with disabilities are given access(by providing in an appropriate format) to information they need in school Regular consultation with parents regarding physical access/ general accessibility issues to the school Inset to ensure clear understanding of	Ongoing	Premises Committee/ SENCo/ Headteacher	Full Governing Body

									definition of disability and to reiterate the vision of both Norfolk Children's Services and the school. Write an Action Plan to address any issues arising			
	✓							Active responses to the needs of persons with disabilities in order to ensure equality of access throughout school life. Pupil progress is in line with progress made by other pupils Any arising issues are addressed in order to improve future provision	Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers	Ongoing	SENCo/ Headteacher/ SEN governor	Full Governing Body