

## AAT Single Equality Scheme 2021-2023

R	D	G	RB	A	SO	Outcome/Priority	Actions	When	Who	Measure
x						All staff are aware of the school's procedure for dealing with a racist incident	-School to check its procedures with LA or similar official body -Procedures and recording forms shared with staff -Staff clear of their responsibilities relating to racist incidents	Sep 2021 and ongoing	EHT/HoS and SLT	All staff clear on role and procedures
x	x	x	x	x	x	All staff made aware of equality legislation and their duty to ensure equal opportunity for all. All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The PSHE curriculum has been carefully designed to ensure that no person feels stigmatised	- Training provided for all staff on legislation, duty and their responsibilities and role -Consultation with whole school community for RSE Policy	Sep 2021 and ongoing	EHT/SLT/ PSHE and RSE leaders	All staff clear on their duty and responsibilities
x	x	x	x	x	x	All trustees and governors aware of equality legislation and their duty to ensure equal opportunity for all	- Audit of trustee/governor understanding and training needs - Trustee and/or governor to attend LA equality briefing if being delivered - All trustees and governors included in policy creation to ensure understanding of responsibilities - Policy reviews discussed by Local Governing Body	Aut 2021 and ongoing	EHT/HoS Trustees( TB)/ Governors( GB)	All trustees and governors clear on their duty and responsibilities
			x			Parents/carers are informed of the school's duty to teach about and develop an understanding of a range of beliefs	-School RE and RSE policy reviewed by Board of Trustees and Local Governing Body -Key messages shared with parents via	2021-2023	HT/HoS RE/PSHE/ RSE leaders	Parents/Carers understand the school's duty with regard to a range of beliefs and

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						The school will endeavour to work in partnership with parents/carers in order that the RSE programme will complement and support their role as parents and carers	school newsletters and the school's website -Parent/Carer RSE consultation		TB/GB	RSE Policy. Outcome of next questionnaire identifies parents/carers understand this.
	x					Disabled visitors and parents/carers have access to a disabled parking space	-The creation of a/additional disabled parking spaces discussed -Availability of disabled parking is shared with parents/carers	2021	EHT/HoS TB/GB	Evaluate the use of the school's disabled parking. Check disabled parents/carers' understanding of where they can park .
	x					Pupils have a positive view of disability and value disabled people	-Visits by people with disability to raise understanding and awareness of disability -Disabled people are shown in a positive light through class curriculum and assemblies and reinforced through Unicef work <b>and Inspire+</b> -School reading resources feature disabled people -The achievements of disabled pupils are celebrated and valued by all of the school community	ongoing	EHT/HoS SLT Teachers	Pupils value disabled people and recognise them for their qualities and achievements not their disability
	x					Disabled pupils play and equal and active role in school life	-Pupils with a disability are included in all activities including extra curricular, productions/performances and visits / inter school festivals -Pupils with a disability are given opportunity to represent the school and carry out roles of responsibility including Student Council, Eco team, Collective Worship Council, Playground Leaders/Peer Mediators -All members of school community using	2021 and ongoing	EHT/HoS SLT Teachers	The participation rates of people with a disability are monitored. Roles they carry out and events they have attended are monitored

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							Signs and Symbols -Promote positive ethos eg Geese, achievement assembly, smart stickers recognising multiple intelligences			
	x					Reasonable adjustments are made to the school building to improve access and movement around the building for disabled people	School Access Plan is reviewed -Key actions in the School Access Plan are completed -School Access Plan is considered when any building improvement works are completed -School Access Plan includes systems and practices related to COVID-19	2021 and ongoing	TB/GB EHT/ HoS SENCOs	Key actions are completed and access to and use of the school building is improved for people with a disability
	x					Adjustments are made to the curriculum and learning activities to ensure equal access and opportunity for pupils with a disability	-Disability awareness training for all staff -Continued advice and support from Outside Providers for individual pupils -Progress of pupils with a disability is tracked carefully and evaluated -Staff training needs around any new disabilities pupils are identified -Resources and physical aids that disabled pupils are identified as needing are purchased or accessed -Use of visual timetables is developed across school	2021 and ongoing	HoS SENCO/ Teachers and TAs	Pupils with a disability have full access to the curriculum and make good personal academic progress
		x				All pupils regardless of their gender are given an equal opportunity to participate in sport and extra-curricular activities	-Continue to offer sport and all activities to all pupils -Continue to develop the use of other providers including Inspire+	ongoing	EHT/ HoS PE leaders	All pupils included

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		x				There is no difference in educational outcomes for pupils of different genders	-Progress and attainment of individuals and gender groups is monitored and evaluated -Any significant differences are acted upon	2021 & ongoing	EHT/HoS SLT Teachers TB/GB	Key attainment and progress measures for cohorts of pupils
x	x	x	x	x	x	Equality considered in staff recruitment, staffing pay, trustees, governors, supply teachers and students	-Ensure all applications are considered purely on merit -Ensure all staff are paid at correct scale -Ensure appropriate supply cover obtained to promote continuity and progression in children's learning -Ensure all students receive appropriate training -Ensure the school is well governed	ongoing	EHT TB/GB	All trustees and governors clear on their duty and responsibilities
x			x			Pupils have an increased awareness of other cultures and religions	- Global dimension elements of the school's thematic curriculum are reviewed and the impact of their conclusion reviewed - Links with schools in contrasting locations and other countries are maintained and joint projects undertaken - The coverage of the Lincs Agreed RE Syllabus is reviewed to consider its impact and pupils awareness of other cultures and religions (work with Diocese for support and guidance)	2021-2023	EHT/ HoS RE leaders TB/GB Diocese MFL leaders Eco Schools leaders Unicef leaders	Discussions with pupils, teacher planning and pupils' work show an increased awareness of other cultures and religions
x	x	x	x	x	x	Any issues of bullying and harassment are identified and dealt with (pupils and adults)	-School's Behaviour and Bullying policy is reviewed regularly and it is promoted amongst the school community -Pupils celebrate 'friendship week' (anti-bullying week) and promote non acceptance of bullying and discrimination	Annual	EHT/HoS SLT TB/GB PSHE leaders	Incidents of bullying and harassment are dealt with and followed up to see if they have ceased

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				x		People of all ages are represented in school and support the school	<ul style="list-style-type: none"> <li>- People over retirement age visit school and are represented in the school's work</li> <li>- Parent/Carer volunteers support pupils</li> <li>- The positive contributions of retired people to society are shared with pupils</li> <li>- Community members share their expertise with the school to promote educational opportunities for pupils</li> </ul>	2021-2023	EHT/HoS All staff	When pupils identify members of the community who help school or make a positive contribution retired people are represented
	x					No group or person is excluded or feels excluded	<ul style="list-style-type: none"> <li>- School to offer confidential support for reading documents and completing correspondence</li> <li>- Consider introducing a Disability Equality Questionnaire to be included in new starters evaluation pack sent to new parents/carers</li> </ul>	2021-23	EHT/HoS All staff TB/GB	