

EAST FARLEIGH PRIMARY SCHOOL



REPORTING EQUALITY OBJECTIVES

Three-Year Equality Objectives Academic year 2015-17

(to be kept under regular review)

Equality Objectives (focused on outcomes rather than processes)
Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity etc.
Educate all about discrimination and prejudice and promote a harmonious environment (social cohesion).
Strive for all pupils regardless of ethnicity, age, gender, to achieve the highest possible standards in their learning and make good progress.
Ensure that the appointment of staff is in line with equal opportunities legislation.
Ensure that the governing body of the school reflects that of the wider community.
Identify barriers to learning and participation and provide appropriately to meet a diversity of needs (FSM)

Three-Year Access Plan 2015-17

This can relate very closely to the disability elements of the equality objectives above, except that it covers pupils only whereas the equality plan includes all members of the school community.





Actions (focussed on outcomes rather than processes)	
Improvements in access to the curriculum	Visual, kinaesthetic and auditory teaching styles will be promoted Staff will attend relevant training Implementation will be monitored Specialised equipment and resources will be provided to support individual and groups of pupils' learning as appropriate School will match provision to need
Physical improvements to increase access to education and associated services	Each year the Governing Body will consider and assess access needs and make suitable improvements to the building when practicable and where funds are available
Improvements in the provision of information in a range of formats for disabled pupils	Increased use of instant messaging Information to be more current on the website Encourage the use of Parentmail and electronic communication Use of online payments

PLEASE SEE SEPARATE ACCESSIBILITY PLAN

Three-Year Community Cohesion Plan 2015-17

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.






For this purpose, the four geographic dimensions of “community” are as follows:

-  The school community
-  Local communities
-  Communities across the UK
-  The global dimension

Actions (focussed on outcomes rather than processes)	
Teaching, learning and the curriculum	<p>The School Community: Pupils will be taught SEAL Children to support each other in their learning Children to be aware of their own achievements and next steps Issues will be dealt with through circle time School Council to be encouraged in decision making Eco committee to be encouraged in decision making</p> <p>Local Communities: Trips to places of worship Inviting local artist and sports people Local tournaments and sports / challenges links Links with other local schools Using local points of interest, libraries, museums and educational visits Year 6 Friends of East Farleigh annual party Curriculum work – accounting for coming curriculum changes Involvement of police and fire services School council to take a lead in the schools charitable work</p> <p>Community Across the UK: School council to foster links with other school Visits to museums and places of interest Residential Trip</p> <p>The Global Dimensions: It will promote the fair trade ethics through the curriculum provision and worship provision. Assembly to demonstrate Fair trade ethics: Each class will demonstrate what they have learned about the ethics of fair trade. Eco committee will run a fair trade shop. Pupils will continue to raise money for Global disasters if appropriate.</p>
Equity between groups in school where appropriate.	<p>SEALs Circle time PSHCE School Council Monitoring participation and provision. Support for pupils with additional needs.</p>

Engagement with people from different backgrounds, including extended services.	Each year invite visitors (artists, storytellers, dancers, author) from a variety of different cultural background for example mountain schools in Peru and Nepal
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The following outcomes will be monitored and reported as an indicator of how successful our action plan is

-  Raised awareness of equality issues throughout the wider school community
-  Increase in Pupil attainment for all ethnic groups
-  Closing the gap in Gender
-  Closing the gap in SEN
-  Closing the gap in FSM