



**FALCONER
SCHOOL**

Dream | Believe | Achieve

INEQUALITY ACTION PLAN POLICY

.....
Signed – Governor

.....
Print Name

Date:

Review:

Single Equality Action Plan 2013 - 2016.

The Single Equality Scheme is a three-year strategy (which will be updated annually) involving a policy and procedure to assess the impact of our Scheme, and this Action Plan. The Scheme shows how our school will promote equality and remove discrimination in all areas of school life..

1. REVIEW FOCUS FOR 2010-2011			Dec 2010 Review
Activity	Timescale	Led by	
a) Inclusion has been identified as area Falconer wants to review and develop because of its potential for negative or positive impacts in terms of inequalities and barriers. A working group will set up a project to identify opportunities to tackle discrimination and promote equality. It is expected to invite observations, questions and suggestions and consider these, as well as obtaining and analysing relevant quantitative data. It will report to governors, identifying any actions it recommends.	May 2011	CAW working party	Ongoing – but new sub-action around info (from coffee feedback) – see slide
b) Review participation in extra-curricular activity looking for opt-in / opt-out patterns and any links between participation and attainment, participation and behaviour record, and participation and diversity.	Feb 2011	CAW working party	Ongoing
c) Consider any matters arising from <i>The Importance of Teaching</i> White Paper of November 2010	May 2011	CAW working party	New

2. ACTIONS IN PROGRESS			Dec 2014 Review
Action	Timescale	Led by	
<p>a) Subject Leaders to review SOW in order to ensure they promote equality by encouraging and supporting students to challenge prejudice, stereotyping and intolerance on the grounds of disability, gender, race age, religion or belief or sexual orientation or other form of diversity.</p> <p>b)</p>	Sep 2014	JK	
<p>c) Create an interface to collect and record any equality issues, suggestions or wishes that students, staff and users of our facilities would like us to consider.</p> <p>d)</p>	July 2015	MD	
<p>e) Develop a focus group which involves parents and students from all diversity strands in order to seek feedback on all promotional material (e.g. new prospectus)</p> <p>f)</p>	July 2015	FC	
<p>g) Ensure the task of ensuring that recruitment and employment practices align with our Equality Policy is written into relevant job descriptions.</p> <p>h)</p>	Dec 2014	JK	
<p>i) Report work done in school through Teaching and Learning to support community cohesion, support positive attitudes to racial equality, and develop staff and governor cultural awareness around religious beliefs and practice.</p> <p>j)</p>	Dec 2015	JK	
<p>k) Review safeguarding strategies within the school's peer assessment procedure.</p> <p>l)</p>	Sep 2014	JK	
<p>m) Review alternative 'Parent-Teacher Consultation' option for vulnerable group students.</p> <p>n)</p>	Sep 2014	JK	
<p>o) Meet our disability equality duties as follows:</p> <p>p)</p> <ul style="list-style-type: none"> • Improve accessibility of the physical environment: • Maintain plan to develop the site for wheelchair users and people with mobility difficulties • Develop the site for the visually impaired, in line with site inspection feedback and guid 	Ongoing	JK	

<ul style="list-style-type: none"> • Improve access to the curriculum: • Review the access and ICT strategy for students who can't handwrite exam papers. 	Ongoing	MA	
<ul style="list-style-type: none"> • Review teachers' briefing/training material on disabilities that impact access to the curriculum. 	Feb 2011	LM	
<ul style="list-style-type: none"> • Improve the delivery of written material to disabled students • Review current practice with focus group at disability coffee mornings 	Nov 2014	PH	
<p>q) Complete equality impact assessment of our policies, practices and programmes to identify review focus areas for 2011-2013</p>	June 2015	JK	