



CHECK LIST FOR STAFF AND GOVERNORS
2021 – 2022

1. Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
 - Data collection x 3 per year
 - Attainment and target reports to LGB and Trust
 - Attendance Reports to LGB and Trust
 - Assessment documents include SEND and gender
 - Staff CPD monitoring
 - School Improvement plan & policies
 - Lesson planning
 - Curriculum coverage
2. How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
 - Written April 2022 by SLT – input from P/C new academic year September 2022
 - Objectives shared in Newsletters / website and feedback given
 - Parental / Staff Questionnaires
3. Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
 - Achievements are analysed by race, disability and gender
 - Additional actions via Pupil Premium Strategy, School Improvement Plan
 - Actions have been taken by staff to prevent trends in data e.g. boys' achieving lower at EYFS and in writing – teachers ensure that exciting hooks and books are used to encourage them to write
4. Does the curriculum include opportunities to understand the issues related to race, disability and gender?
 - PHSE is 'weaved' through the curriculum alongside opportunities to understand the 9 protected characteristics (Equality Act 2010) –
 1. age
 2. disability
 3. gender reassignment
 4. marriage and civil partnership
 5. pregnancy and maternity
 6. race
 7. religion or belief
 8. sex
 9. sexual orientation
 - There are opportunities in Religious Education, PSHE lessons and assemblies, for example to understand and discuss issues relating to race, gender and disability.
5. Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
 - All pupils are encouraged and supported to take part in school life. Therefore, there is a wide representation of pupils who participate in class assemblies, school council and other responsible jobs through school eg Eco-Reps, Digital Leaders, Prefects, Playground Leaders etc.

6. Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Incidents of bullying and harassment are recorded and from there monitored
 - Racist incidents are reported to the Governing Body (termly basis) and Local Authority (annual basis or as required)
 - Parents are involved if there are any issues and these are taken seriously
 - Assemblies address the 'zero tolerance' stance to bullying and harassment.
7. Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Displays represent all of the pupils in school
 - Role models from all walks of life are promoted positively in lessons and assemblies
 - The curriculum offer for Park Street ensures we are covering the 9 protected characteristic and where possible a deeper study takes place
 - Assemblies and Incredible Us! time also positively promote the 9 protected characteristics on an annual cycle or as appropriate
8. Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Assembly calendar identifies key events and significant people
 - Events calendar identifies key events eg ASD Awareness Day, Hydrocephalus Awareness Day etc
 - SENDCO actively seeks opportunities to expose children to disability e.g. – Toy Box Tales which visited school
9. Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- The school environment is very accessible to all staff, pupils and visitors – various pupils have used wheelchairs and frames and they have been able to successfully access all aspects of school and the curriculum has been adapted as appropriately
 - Risk Assessments are carried out for all pupils who have accessibility issues
 - When required we have had translators in meetings to talk to parents/carers
 - Recent developments for EYFS Leader to become an EAL champion
 - Cars on site are monitored by Business Manager and H&S Administrative Assistant to ensure all who need access through the gate have it
10. Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Information is made accessible to all
 - Specific Parents/Carers can ask for support with information if required
 - Staff are aware of Parents/Carers who need additional support and provide this as appropriate
11. Are procedures for the election of parent governors open to candidates and voters who are disabled
- The election is open to all Parents/Carers including those who may have a disability.