



**METROPOLITAN BOROUGH OF CALDERDALE**  
**Woodhouse Primary School**  
Daisy Road, Brighouse, West Yorkshire. HD6 3SX

Tel: 01484 714750

Fax: 01484 720347

Email: [admin@woodhouse.calderdale.sch.uk](mailto:admin@woodhouse.calderdale.sch.uk)

*Headteacher: Mrs Lynn Daveney*

*Deputy Headteacher: Mr. Michael Seager*

**MANAGEMENT AND GOVERNANCE DOCUMENTATION**  
**INTEGRATED EQUALITY POLICY and ACCESS PLAN**

	Date	Chair of Governors	Headteacher
Adopted	April 2012	K Blackburn	L Daveney
Reviewed			
Reviewed			
Reviewed			
Reviewed			

## 1. Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

This plan has been approved by the Governing Body and relates to Woodhouse Primary School. The Equality and Access Plan has three inter-linked elements:

### 1. Access to the physical environment by:

- Ensuring that all school buildings and grounds are fully accessible to pupils and staff with mobility, sensory and other impairments

### 2. Access to education, benefits, facilities and services (the whole life of the school) by:

- Providing for all pupils a curriculum that is appropriate to their needs
- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils
- Ensuring that recruitment procedures provide equal opportunities.

### 3. Access to information usually provided in written form by:

- Providing for pupils and their parents/guardians information about the school and its curriculum in a format that takes account of any disabilities.

## 2. Rationale

Woodhouse Primary School aims to provide an inclusive environment which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and pupils are respected to assist them in reaching their full potential. The school will work to remove any barriers which might deter parents from choosing to send their child to our school or prospective staff from applying for posts at the school.

## 3. Aims of the Integrated Equality Policy

No prospective or actual pupil or member of staff will be treated less favourably than any other, whether before, during or after their education or employment at Woodhouse Primary School on one or more of the following grounds (subject to any legal constraints): age; colour; disability; ethnic origin; marital or civil partnership status; nationality; national origin; parental status; race; religion or belief; gender (including gender reassignment); sexual orientation; or length or type of contract (e.g. part-time or fixed-term).

With regard to staff, this policy applies to (but is not limited to) advertising of jobs and recruitment and selection, to training and development, to opportunities for promotion, to conditions of service, benefits, facilities and pay, to health and safety, to conduct at work, to grievance and disciplinary procedures and to termination of employment.

With regard to children, this policy applies to (but is not limited to) admissions, to teaching and learning and to pupil support, to access to facilities, to health and safety, to personal conduct and to pupil complaints and disciplinary procedures.

#### **4. Woodhouse Primary School's Equality Objectives**

- a) To achieve the highest standards of teaching and learning for all irrespective of ethnicity, religious belief, age, gender, ability and disability or social background;**
- b) To encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals;**
- c) To involve, as far as possible, representatives from diverse groups, within our catchment, in school life;**
- d) To consider when defining school policy and procedure the implications for different groups within our catchment;**
- e) To work with other schools in order to share strengths and seek ideas for improvement;**
- f) To seek to promote the welfare in school of individuals who have specific physical, emotional, learning and religious needs;**
- g) To deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well being of others;**

In order to realise its commitment and objectives, the school will:

- promote the aims of this policy, including the provisions for prevention of less favourable treatment;
- promote equality and good relations between people of different racial groups, between women and men and between disabled and other people;
- be proactive in eliminating discrimination, including harassment and bullying, through training and the production and dissemination of codes of practice and guidance;
- have regard to its obligations under relevant legislation, including the requirement to carry out impact assessments in certain areas, and for its policies, codes of practice and guidance to mirror the same and be changed to meet the demands of new legislation;
- whilst acknowledging that they are not legally binding, have regard to any Codes of Practice issued or adopted by the Equality and Human Rights Commission;
- make this policy, as well as all codes of practice and guidance available to all staff and pupils.

**The action planning for meeting the Woodhouse Equality objectives can be found in appendix 1- The Disability and Race Equality Plan and in appendix 2- The Community Cohesion Action Plan. Objectives 4a-g can be referenced in the plans.**

**The School Improvement Plan includes priorities identified as a result of an audit of the schools equality objectives and existing Equality and Community Cohesion action plans**

#### **5. Principles**

It is the responsibility of the Governing Body and Headteacher to provide mechanisms through which the school's strategic objectives for equality and diversity can be delivered. They have the responsibility of considering all existing and emerging equality legislation with a view to identifying relevant issues, which are then translated into appropriate policies and protocols within the school.

This policy applies to all members of the school community, both pupils and staff, whether permanent, temporary, casual, part-time or on fixed-term contracts, to job applicants, to prospective pupils and current and former pupils and to visitors to the school.

All members of the school community have a duty to act in accordance with this policy, and therefore to treat colleagues with respect at all times and not to discriminate against or harass other pupils or members of staff, whether junior or senior to them.

The school expects every member of staff to take personal responsibility for familiarising themselves with this policy and to conduct themselves in an appropriate manner at all times to respect equality of opportunity for all staff, pupils, applicants and visitors. The school regards any breach of this policy by any employee(s) as a serious matter to be dealt with through its agreed procedures and which may result in disciplinary action.

## **6. Monitoring and Evaluation**

The following information will be used in the monitoring process:

- An awareness of the diversity within the school community – staff and pupils
- Standards analysis for groups of learners
- Progress analysis for groups of learners
- Attendance and punctuality analysis
- Analysis of participation in extra-curricular activities
- Log of incidents relating to discrimination and action taken
- Any feedback from surveys/questionnaires
- Involvement in educational visits including the residential visit
- Behaviour Logs
- Participation in assemblies/school council

## **7. Equal Opportunities and Inclusion**

The school is committed to working towards equality of opportunity in all aspects of school life. Our aim is to ensure that no child, member of staff or visitor is discriminated against by being treated less favourably or by failure of staff to make reasonable adjustments.

## **8. Relationships with other School Policies**

The policy will be reviewed annually in November by the Safeguarding Team in light of any further legislation or outcomes from the monitoring and in relation to the aims and content of other school policies such as:

- **Protecting and Safeguarding Children Policy**
- **Anti-bullying Policy**
- **Admissions Policy**
- **Racial Equality Policy**
- **Recruitment Policy**
- **Health and Safety Policy**
- **Inclusion Policy**
- **Induction Policy**

The Community Cohesion Action Plan has various sections which refer directly to equality issues, and how they are addressed in school.

The Community Cohesion Plan is sub-divided into 7 sections:-

Area A: Policy, Leadership and Management  
Area B: Curriculum, Teaching and Assessment  
Area C: Admission, Attendance. Discipline and Exclusion  
Area D: Pupils: Personal Development, Attainment and Progress  
Area E: Attitude and Environment  
Area F: Parents, Governors and Community Partnership  
Area G: Staffing, recruitment, Training and Professional Development

Appendix 1

<b>Woodhouse Primary School Equality Plan Disability and Race Equality Plan</b>			
	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
4d, 4f Access to the physical environment	<ul style="list-style-type: none"> <li>• Provide ramped access to school at all entrances</li> <li>• Ensure classroom and learning environments meet latest standards regarding acoustics, lighting, ventilation etc.</li> </ul> <p>Ramped access for KS 2 entrance completed summer 2011</p>	<ul style="list-style-type: none"> <li>• Ensure classroom and learning environments meet latest standards regarding acoustics, lighting, ventilation etc.</li> <li>• Improve access to and from the KS2 playground (ramp/widen gate by 6C)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure pupils and staff have access to all areas of school- Y4/5 entrance (ramp?) , stairs by hall and access to KS1 playground from school</li> </ul>
4a, 4f, Access to education, benefits, facilities and services (the whole life of the school)	<ul style="list-style-type: none"> <li>• Senior Management team to plan intervention programmes and to work with SENCo in organising special needs and classroom support</li> <li>• Continue work with outside agencies</li> <li>• Phase leaders monitor vulnerable groups monitored through tracking &amp; termly class profile meetings with LD/MS</li> <li>• Update training for common illnesses (epilepsy, asthma, diabetes) and specific needs (dyslexia, dyscalculia, dyspraxia, autism)</li> <li>• Explore the impact of accreditation for the Inclusion mark</li> </ul>	<ul style="list-style-type: none"> <li>• Update all staff in providing quality learning environment to meet needs of pupils, particularly those with social or emotional needs</li> <li>• Phase leaders monitor vulnerable groups through tracking &amp; termly meetings with LHT/DHT</li> <li>• Senior Management team to plan intervention programmes and to work with SENCo in organising special needs and classroom support</li> <li>• Continue to work with outside agencies</li> <li>• Continue to analyse impact of 1:1 tuition and other intervention</li> <li>• Continue to meet standards for Dyslexia Friendly School Status.</li> <li>• Consider new technologies which may impact on pupil achievement (tablet computers)</li> </ul>	<ul style="list-style-type: none"> <li>• Update training for common illnesses (epilepsy, asthma, diabetes) and specific needs relevant to the current pupil body (dyslexia, dyscalculia, dyspraxia, autism)</li> <li>• Phase leaders monitor vulnerable groups through tracking &amp; termly meetings with LHT/DHT</li> <li>• Senior Management team to plan intervention programmes and to work with SENCo in organising special needs and classroom support</li> <li>• Continue to work with outside agencies</li> <li>• Continue to analyse impact of 1:1 tuition and other intervention</li> <li>• Continue to meet standards for Dyslexia Friendly School Status.</li> <li>• Review of the role of ICT in meeting the learning needs of pupils</li> </ul>
4d, 4f Access to information usually provided in written form	<ul style="list-style-type: none"> <li>• Ensure awareness of the services available for converting written information into alternative formats</li> <li>• Ensure all relevant policies are available to all stakeholders, including those volunteering or seeking employment at the school</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure awareness of the services available for converting written information into alternative formats.</li> <li>• Ensure new VLE allows to relevant documentation access for all users (large print, audio etc.)</li> <li>• Annual report on equality to be provided to Governing Body</li> <li>• Ensure applicants for posts have equality of access</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure awareness of the services available for converting written information into alternative formats</li> <li>• Annual report on equality to be provided to Governing Body</li> </ul>

## Appendix 2

### Community Cohesion Action Plan

#### Area A: Policy, Leadership and Management

Objectives	Activities	Success Criteria	Key personnel	Timeline	Resources & Costings	Monitoring Systems	Evaluation Methods
<p>4d, 4f To ensure the school Race Equality Policy is up to date, relevant and forms part of the school's Disability and Race Equality Plan</p>	<ul style="list-style-type: none"> <li>Review Race Equality Policy</li> </ul>	<ul style="list-style-type: none"> <li>Staff, children, parents and governors have shared understanding of race equality issues</li> <li>All staff, governors and parents have access to equal opportunity</li> <li>Copy displayed within school</li> <li>Children, parents and staff consulted</li> <li>Termly feedback on racist incidents to Local Authority</li> <li>Termly report to GB</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Staff and governors have shared understanding of the implications of the policy</li> <li>Children understand and use racist incident procedure when appropriate</li> </ul>	April 2011	Printing	<ul style="list-style-type: none"> <li>Governors</li> <li>LT</li> <li>Feedback from staff, parents and children</li> <li>Parents support school</li> <li>Staff use Calderdale Form 1 to record incidents</li> </ul>	<ul style="list-style-type: none"> <li>Annually by staff, governors</li> <li>*EMA co-coordinator to evaluate policy</li> <li>Headteacher to report on racist incidents within school to Governing Body in Head's Report</li> </ul> <p>* NB Head currently EMA coordinator - roles separately identified</p>

## Area B : Curriculum, Teaching and Assessment

Objectives	Activities	Success Criteria	Key personnel	Timeline	Resources & Costings	Monitoring Systems	Evaluation Methods
<p><b>4a, 4e</b> To develop further the PSHCE curriculum through re-accreditation for Investors in pupils.</p> <p>Create creative Curriculum and community links with Carr Green School</p>	<ul style="list-style-type: none"> <li>GW to complete</li> <li>Create opportunities for G &amp; T pupils to participate in curriculum activities to extend learning</li> </ul>	<ul style="list-style-type: none"> <li>To improve understanding of race equality issues with children and parents</li> <li>High quality learning experiences for G &amp; T pupils</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>PSHCE Subject Manager</li> <li>Class teachers</li> <li>MS/personnel at Carr Green School</li> </ul>	<p>Summer 2011</p> <p>Summer 2011</p>	£200	<ul style="list-style-type: none"> <li>Governors</li> <li>Curriculum committee</li> <li>Curriculum policies</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed annually by LT</li> </ul>
<p><b>4a, 4f</b> To increase the extent to which all pupils can access the school curriculum</p>	<ul style="list-style-type: none"> <li>Plan intervention programmes to organise SEN and classroom support</li> <li>Extend the range of resources available to cater for all learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Vulnerable pupils identified and targeted</li> </ul>	<ul style="list-style-type: none"> <li>SMT/Phase leaders</li> </ul>	Ongoing		<ul style="list-style-type: none"> <li>Termly meetings</li> </ul>	<ul style="list-style-type: none"> <li>Termly meetings,</li> <li>Head/DH/PL termly analysis</li> </ul>
<p><b>4a, 4b</b> To promote Spiritual, Moral, Social and Cultural opportunities across the curriculum (SMSC)</p>	<ul style="list-style-type: none"> <li>Raise awareness in staff meetings</li> <li>Assemblies and PSHCE to focus on SMSC- visiting ministers</li> <li>Cross curricular planning</li> </ul>	<ul style="list-style-type: none"> <li>SMSC is embedded in all aspects of the curriculum</li> <li>Planning shows strong links</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	Ongoing		<ul style="list-style-type: none"> <li>Planning and work scrutiny</li> <li>Subject manager release</li> <li>SLT monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Termly review</li> <li>Informal monitoring</li> <li>Pupil discussions</li> </ul>
<p><b>4e</b> To develop collaborative relationships with schools in The East Calderdale Learning Community (ECLC)</p>	<ul style="list-style-type: none"> <li>LD to attend regular meetings</li> <li>Links between schools developed for mutual benefit (moderation, support staff training etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Links with local schools provide resources and skills which benefit Woodhouse pupils</li> </ul>	<ul style="list-style-type: none"> <li>LD/SLT</li> <li>SENCo</li> <li>Teaching staff</li> </ul>	Ongoing		<ul style="list-style-type: none"> <li>Feedback from LD to SLT and teaching staff</li> <li>Headteacher reports to governors</li> </ul>	<ul style="list-style-type: none"> <li>HT review following meeting</li> </ul>

<b>Area C: Admission, Attendance, Discipline and Exclusion</b>							
<b>Objectives</b>	<b>Activities</b>	<b>Success Criteria</b>	<b>Key personnel</b>	<b>Timeline</b>	<b>Resources &amp; Costings</b>	<b>Monitoring Systems</b>	<b>Evaluation Methods</b>
4d, 4g To review school policies and include Equality statement	<ul style="list-style-type: none"> <li>To examine all policies and include and integrate Equality statement</li> <li>To make all revised policies available to parents and visitors on school web site</li> </ul>	<ul style="list-style-type: none"> <li>To cross reference statements to give a coherent message to parents, staff and children</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Deputy Headteacher</li> </ul>	Start Spring Term 2011 – continue over 2 year rolling programme		<ul style="list-style-type: none"> <li>Governing body meetings/ Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed annually by LT</li> </ul>
4d To monitor attendance and punctuality of the school's racial groups	<ul style="list-style-type: none"> <li>Analyse pupil data</li> </ul>	<ul style="list-style-type: none"> <li>Data collated and appropriate action added to E &amp; C scheme</li> </ul>	<ul style="list-style-type: none"> <li>SLM termly basis</li> <li>School administrator</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>To monitor attendance and punctuality of the school's racial groups</li> </ul>	<ul style="list-style-type: none"> <li>Termly reports</li> </ul>	<ul style="list-style-type: none"> <li>Report to Governors staffing committee</li> </ul>
4c, 4e, 4f To involve and engage relevant stakeholders in meeting the needs of our pupils (Inc. Educational Welfare Officer/EWO)	<ul style="list-style-type: none"> <li>Liaise with new EWO</li> <li>Target pupils with need for EWO support</li> </ul>	<ul style="list-style-type: none"> <li>EWO knows the school and is supporting those pupils and families with needs</li> </ul>	<ul style="list-style-type: none"> <li>HT/SENCo</li> <li>EWO</li> </ul>	Ongoing		<ul style="list-style-type: none"> <li>Regular reporting to Governing Body by HT</li> </ul>	<ul style="list-style-type: none"> <li>Discussions with pupils/families</li> <li>Feedback from EWO</li> </ul>

Area D: Pupils: Personal Development, Attainment and Progress

Objectives	Activities	Success Criteria	Key personnel	Timeline	Resources & Costings	Monitoring Systems	Evaluation Methods
4a To monitor all children by ethnicity grouping, ensuring all pupils making progress	<ul style="list-style-type: none"> <li>To track all children within school and monitor targets by ethnicity, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>For children to meet their targets and as a minimum make expected rate of progress</li> </ul>	<ul style="list-style-type: none"> <li>SMT/Phase leaders</li> </ul>	Within timescale of school assessment procedures		<ul style="list-style-type: none"> <li>Headteacher</li> <li>Governors</li> </ul>	<ul style="list-style-type: none"> <li>LTeam</li> </ul>
4a To minimise differences in attainment between racial groups	<ul style="list-style-type: none"> <li>Analyse pupil data</li> </ul>	<ul style="list-style-type: none"> <li>Under achieving pupils identified and targeted</li> </ul>	<ul style="list-style-type: none"> <li>Head/Deputy</li> </ul>	Annually - June		<ul style="list-style-type: none"> <li>Headteacher</li> <li>Governors</li> </ul>	<ul style="list-style-type: none"> <li>LTeam</li> </ul>
4c, 4f To target specific groups of pupils to participate in extra-curricular activities	<ul style="list-style-type: none"> <li>Identify under-represented groups from data and target appropriate groups</li> </ul>	<ul style="list-style-type: none"> <li>Increase in range of pupils participating in extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Assistant School administrator</li> <li>LT - KH</li> </ul>	Spring 11	<ul style="list-style-type: none"> <li>Leadership time</li> <li>External providers</li> </ul>	<ul style="list-style-type: none"> <li>Termly analysis of attendance at clubs</li> </ul>	<ul style="list-style-type: none"> <li>Annual report by Extended schools coordinator to Govs</li> </ul>
4c To monitor profile of ethnic-minority groups within school	<ul style="list-style-type: none"> <li>Identify pupils taking on roles such as School Councillors, monitors, school concerts, play leaders, sports teams</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of pupils taking on additional roles in school</li> </ul>	<ul style="list-style-type: none"> <li>SMT</li> </ul>	Autumn 11	<ul style="list-style-type: none"> <li>Leadership time</li> </ul>	<ul style="list-style-type: none"> <li>Termly monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Include in annual report by Extended schools coordinator to Govs</li> </ul>

<p>4b, 4f, 4g To promote the emotional well being of pupils</p>	<ul style="list-style-type: none"> <li>• Training for staff in identifying vulnerable pupils who are at risk from developing mental health problems</li> <li>• Set up nurture groups</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced emotional well-being of pupils</li> <li>• Reaccreditation liP</li> </ul>	<ul style="list-style-type: none"> <li>• Head/SENC</li> <li>• SLM</li> </ul>	<p>Autumn 2011</p>		<ul style="list-style-type: none"> <li>• Head/SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• SDQ's</li> <li>• Pupil feedback</li> </ul>
---	---	--	--	--------------------	--	--	---

**Area E: Attitude and Environment**

Objectives	Activities	Success Criteria	Key personnel	Timeline	Resources & Costings	Monitoring Systems	Evaluation Methods
4b, 4d To include a statement within the prospectus regarding multi-racial and multi-cultural nature of the school	<ul style="list-style-type: none"> <li>Update prospectus with multi-cultural information of the school</li> <li>Include a statement re-Race Equality and Community Cohesion stance</li> </ul>	<ul style="list-style-type: none"> <li>Prospectus reflects the importance given to community cohesion in the school and our view on Race Equality</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Deputy Headteacher</li> <li>Admin staff</li> </ul>	Autumn 2011	£200	<ul style="list-style-type: none"> <li>Reviewed annually</li> <li>Feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed annually LT</li> </ul>
4a, 4b, 4d, 4f, 4g Provide induction for all new staff, pupils and NQT's in Race Equality issues	<ul style="list-style-type: none"> <li>To provide new staff with up to date policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>All staff understand Race Equality policy</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> </ul>	As new staff appointed	Cost of release for new staff	<ul style="list-style-type: none"> <li>On going feedback from staff</li> <li>and SIP monitoring meetings</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed annually LT</li> </ul>
4a, 4b Promote celebrating diversity through display and assemblies	<ul style="list-style-type: none"> <li>Celebrate multi-cultural festivals through assemblies and hall displays</li> </ul>	<ul style="list-style-type: none"> <li>School environment clearly makes a statement which values and celebrates cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>DB/GW</li> </ul>	On-going		<ul style="list-style-type: none"> <li>Hall displays</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from visitors</li> <li>SMT to review annually</li> </ul>
4b Promote positive awareness of disabilities	<ul style="list-style-type: none"> <li>Curriculum activities relating to Paralympics</li> </ul>	<ul style="list-style-type: none"> <li>Pupils more aware of disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff</li> </ul>	Summer 2011		<ul style="list-style-type: none"> <li>Monitor curriculum input</li> </ul>	<ul style="list-style-type: none"> <li>Pupil discussions</li> </ul>

### Area F: Parents, Governors and Community Partnership

Objectives	Activities	Success Criteria	Key personnel	Timeline	Resources & Costings	Monitoring Systems	Evaluation Methods
4d, 4f, 4g To provide parents with all policies relating to Equality	<ul style="list-style-type: none"> <li>To make available to all parents : equality and diversity plan, bullying, behaviour, rewards, admissions policies either through website or paper copies on request</li> </ul>	<ul style="list-style-type: none"> <li>For policies to reflect the multi-cultural nature of the school</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Deputy Headteacher</li> <li>Admin staff</li> </ul>	Web site updated weekly	£200	<ul style="list-style-type: none"> <li>Reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>SMT review</li> </ul>
4b, 4d, 4f To provide training for Staff and Governors in Race Equality	<ul style="list-style-type: none"> <li>To provide refresher training as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>To develop staff &amp; Governing body understanding</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Chair of Governors</li> <li>EMA SIP</li> </ul>	Spring term 2012	£250 Governor Traded service	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Chair of Governors</li> </ul>	<ul style="list-style-type: none"> <li>SMT.</li> <li>Governor course review forms</li> </ul>
4b, 4c To provide opportunities for positive role models to come into school from ethnic-minorities	<ul style="list-style-type: none"> <li>Invite for positive role models in school, inc. , artists, sports, etc. to participate in assemblies or other school events</li> <li>Be United value-PSHCE</li> </ul>	<ul style="list-style-type: none"> <li>Range of role models visiting school over academic year</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff</li> </ul>	Autumn 2011		<ul style="list-style-type: none"> <li>Headteacher</li> <li>Deputy Headteacher</li> <li>Parental feedback</li> </ul>	<ul style="list-style-type: none"> <li>SMT</li> <li>Parents</li> </ul>
4c To provide more opportunities for parents and wider community to participate in school activities	<ul style="list-style-type: none"> <li>Establish 'Silver surfers' ICT club for pupils to work alongside parents/grandparents</li> <li>IPC open afternoons</li> </ul>	<ul style="list-style-type: none"> <li>Parents/Grandparents/pupils developing ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Head/e-learning mentor</li> </ul>	Spring 2011		<ul style="list-style-type: none"> <li>Deputy Headteacher</li> <li>Feedback from participants</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Head/Pupils/Parents/Grandparents</li> </ul>
4c, 4e To establish links with local police	<ul style="list-style-type: none"> <li>Participate in parking project</li> <li>Be Safe value</li> </ul>	<ul style="list-style-type: none"> <li>Pupils more aware of the role of the police within the community and parking issues affecting the local area</li> </ul>	<ul style="list-style-type: none"> <li>Y6 teaching staff and SMT</li> </ul>	Spring 2011		<ul style="list-style-type: none"> <li>SMT</li> </ul>	<ul style="list-style-type: none"> <li>Police evaluation and pupil feedback</li> </ul>
4f To establish links with local Children's centre	<ul style="list-style-type: none"> <li>Set up consultation group</li> <li>Advertise consultations locally</li> <li>Raise staff awareness of facilities and resources</li> </ul>	<ul style="list-style-type: none"> <li>Consultation group established and advertised</li> <li>Staff utilising available resources</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> </ul>	Spring 2011		<ul style="list-style-type: none"> <li>Children's Centre personnel</li> </ul>	<ul style="list-style-type: none"> <li>Governing Body</li> </ul>

**Area G: Staffing, recruitment, Training and Professional Development**

Objectives	Activities	Success Criteria	Key personnel	Timeline	Resources & Costings	Monitoring Systems	Evaluation Methods
4a, 4c, 4d To implement our school equal opportunities policy with regards to training, recruitment and CPD	<ul style="list-style-type: none"> <li>To apply Calderdale Personnel procedures throughout the recruitment process</li> <li>For all staff to receive equality of training and Performance Management</li> </ul>	<ul style="list-style-type: none"> <li>To appoint the best candidate for the job</li> <li>To have a better trained and effective staff to raise standards</li> <li>For all staff to be given targets</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Deputy Headteacher</li> <li>Governors</li> </ul>	On going		<ul style="list-style-type: none"> <li>Reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed annually by LT</li> </ul>
4a, 4f Continue to meet the needs of pupils with specific learning difficulties	<ul style="list-style-type: none"> <li>Train all staff in providing quality learning environment to meet needs of pupils with DCD (Dyspraxia)</li> </ul>	<ul style="list-style-type: none"> <li>Staff more aware of needs of pupils with DCD</li> </ul>	<ul style="list-style-type: none"> <li>Occupational Therapists</li> </ul>	Spring 2011		<ul style="list-style-type: none"> <li>Monitoring of IEPs and SEN provision</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring by SENCo</li> </ul>