

Appendix C



Our equality objectives and action plan 2018-19

<p>Objective – AGE</p>	<p>As a setting we have robust policies and arrangements in place to ensure that we do not discriminate against older employees or prospective employees in school and therefore our work to achieve Aim 1 and 2 is well documented elsewhere, (i.e - to eliminate unlawful discrimination and to advance equality)</p> <p>We focus here on Aim 3- ‘to foster good relations between people who share a protected characteristic and those who do not’.</p>
<p>Focus Which protected group(s) will this most affect/influence?</p>	<p>This focus will impact on our pupil’s perceptions of older people as well as on those older people within our local community.</p>
<p>Background evidence Why have we chosen this objective?</p>	<p>We feel we already foster a caring attitude towards older people, but recognise that this is an area where we could do more to improve pupil perception of the value of learning from the experiences of older people.</p>
<p>Procedure What in practice are we actually going to do and by when?</p>	<p>During school year 2018-19 we are going to:-</p> <ul style="list-style-type: none"> -Continue to invite older people in the village to join us for lunch on remembrance day – this is an occasion when Year 6 children dine with older people, chatting about their wartime/childhood memories - set up a more regular coffee morning – once every term – lead an assembly for members of the community to attend and we will serve coffee etc with children -build in opportunities termly for older people to visit to share their experiences. This could be to:- <ul style="list-style-type: none"> -speak about a hobby/skill/experience in assembly or with a class -support learning – eg listening to children read, support a craft activity, talk about how learning has changed, learn about something FROM the children, play board games etc -discuss with school council how we can develop this link with older members of community
<p>Responsibility Who will be responsible for ensuring that the objective is pursued and achieved?</p>	<p>Governing Body Head teacher</p>

<p>Success Indicators What will count as relevant and measureable evidence that we are succeeding or have succeeded?</p>	<p>Older people will recount positive experiences of contact with school</p> <p>Children will be able to give examples of how their learning and experience has been enriched through contact with older people</p>
<p>Timings By when do we expect to see signs of progress or success?</p>	<p>End of Summer 2019</p>
<p>Expense How much are we budgeting and on what items of expenditure in particular?</p>	<p>£100 towards coffee morning expenses</p>
<p>Resistance How will we respond to people who are opposed or lukewarm?</p>	<p>We do not anticipate this.</p> <p>We will identify where there is any opposition and respond with clarity to reassure people- eg Safeguarding will always be foremost – visitors will always accompanied by school adults etc</p>
<p>Problems What problems or difficulties may arise and how shall we deal with them?</p>	<p>Access arrangements- we will need to be mindful of any disability or particular needs of visitors</p>
<p>Learning from others What plans do we have for finding out what has worked well elsewhere? Do some or all staff need extra training?</p>	<p>CVC collaboration</p> <p>Vine collaboration</p>
<p>Engagement Who have we consulted in deciding on this objective?</p>	<p>Governors and staff so far – we now need to share this further with community</p>