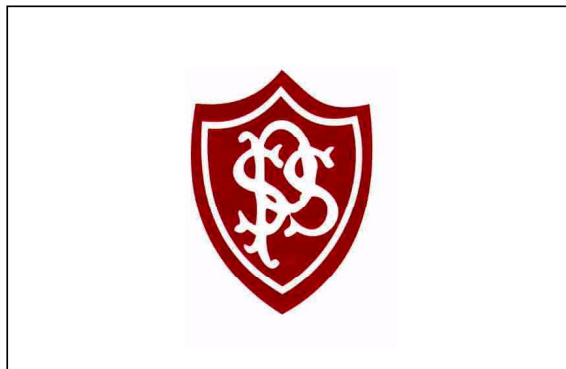


PRIESTLEY SMITH SCHOOL

Single Equality Scheme

2010 - 2013



Date agreed: November 2010

Date for review: November 2013

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Foreword

This policy outlines the commitment of the staff and Governors of Priestley Smith School to ensuring that equality of opportunity is available to all members of the school community, irrespective of their gender, ethnicity, ability, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the school i.e. Mobility staff, ICT Technical and Reprographics staff, EMAG staff, therapy staff, escorts, guides, school attendance service etc.
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

Success of the school's Single Equality Scheme is based upon shared ownership by Governors, senior leaders, all staff, the school community, students and parents/carers.

Our Single Equality Scheme serves essentially two purposes:

1. To set out the school's overall commitment to equality and diversity in one central document. Priestley Smith School Single Equality Scheme therefore contains:

- The school's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
- how the school will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The Single Equality Scheme therefore contains:

- the school's statutory equality schemes in relation to race, disability and gender
- the school's non-statutory schemes in relation to sexual orientation, religion/belief and age.

The Single Equality Scheme will help the school to ensure that we focus strongly on the outcomes that matter to our community and the people who use our services and that our services are fully accessible and delivered effectively.

The Single Equality Scheme incorporates information, issues and potential areas for action in relation to sexual orientation, age and religion/belief. While there is no legal requirement to develop 'schemes' in these areas, broadening the approach to all six recognised equality strands illustrates our commitment to ensuring equality for all.

Helen Porter

Headteacher

Denise McManus

Chair of Governors

1. Introduction

Priestley Smith School is committed to promoting and achieving equality of opportunity for all students, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity, irrespective of ability, disability, sex, race, ethnicity, religion, culture, social class, age, appearance or sexual orientation.

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Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. We therefore aim to ensure that everyone within the school has full access to all opportunities, including those related to Information and Communication Technology, and are committed to inclusive education which enables and supports our whole school community to develop to their full potential. We also aim to create good relationships between all the different groupings represented within our school community and to tackle any issues arising from discrimination.

The school's Single Equality Scheme will positively promote and address equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that everyone associated with the school is kept informed about the Single Equality Scheme and abides by the policies and procedures contained within;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

In the implementation of this Scheme we will follow an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation processes.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as far as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their

involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of all people, as evidenced in our vision and aims.

Below is a list of legislation that we as a school used as our guidance when preparing this policy:

- [The Equality Act 2010](#)
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and
The Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- European Directives
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003
- The Equality Act (Sexual Orientation) Regulations 2007
- Equality Act 2006 (Religion & Belief)
- The Employment Equality (Age) Regulations 2006
- The respective Codes of Practice associated with the above legislation

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Section 2 - School profile and values

Our school context:

Priestley Smith School is located in Great Barr, Birmingham and is a specialist school catering for students whose primary need is visual impairment. All students have a statement for visual impairment but many also have additional needs including physical/medical difficulties, learning disabilities, communication difficulties, hearing impairment, emotional and behavioural difficulties and Autistic Spectrum Disorder. In 2010 80% of students have an additional or associated learning disability as part of their overall special educational need and 46% are registered blind.

Priestley Smith School is a city-wide provision. Students attend our school from all areas of Birmingham and also from surrounding Local Authorities, including Dudley, Sandwell, Solihull, Walsall and Wolverhampton. In 2010 only one pupil lives within the political constituency of the school. Our school population reflects many different ethnic backgrounds, including White British, British Indian, British Pakistani, Bangladeshi, Asian, Black Caribbean, Black African, Chinese, **East European** and mixed race. In 2010 88.8% of students are from ethnic minority backgrounds, the two largest groupings in the school being British Indian and British Pakistani.

- Our pupil/student population is as follows (at November 2010):

Out of 54 students, 28 are girls and 26 are boys.

All students have a visual impairment. In 2010 46% are registered blind.

80% have an additional learning disability

6% have a hearing impairment

20% have a physical/medical difficulty

15% have a communication difficulty

13% have emotional or behavioural difficulties

7% have Autistic Spectrum Disorder

- Our staff (at November 2010) includes representatives of:

White British

British Indian

British Pakistani

British Afro-Caribbean,

White Irish backgrounds.

33 staff are female.

6 staff are male.

1 member of staff has a visual impairment.

The age range of staff varies from 28 to 67 years of age. Two members of staff have chosen to work beyond their 65th birthdays, a move supported by the Senior Leadership Team and the Governing Body.

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- Our Governing Body (at November 2010) includes representatives of:
White British
British Indian
British Pakistani backgrounds.

7 governors are female.
5 governors are male.

2 governors have visual impairments.

The age range of governors varies from 26 to 65 years of age.

Our Vision and Aims

The aim of the school is to develop confident, caring and independent young people. Students are taught to challenge any barriers placed before them and to realise that, while they might tackle a task in a different way to their peers, all things are possible. Their visual disability does not define who they are.

OUR VISION:

To be an outward-looking centre of excellence in the education of children with visual impairments

OUR MISSION:

Through high quality teaching, learning and pastoral care, to develop confident, caring and independent young people who are able to succeed in the world in their chosen field.

OUR AIMS:

At Priestley Smith School we aim to provide:

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A safe, caring and supportive learning environment which enables **all** students to achieve to their maximum potential and encourages them to be as confident, resourceful and independent as possible

An environment in which diversity is celebrated and in which all barriers to inclusion are challenged

High quality first hand learning experiences for all pupils, delivered by specialist teaching and support staff

Full access to a broad, balanced and highly differentiated mainstream curriculum, modified to meet the visual, learning and social needs of each child

Opportunities for both academic and social inclusion throughout all phases with campus and local schools

Small groups with a high teacher-pupil ratio

Consistently high quality resources and materials for all pupils, including specially adapted Information and Communication Technology

Individualised training in mobility and Independent Living Skills, delivered by specialist, on-site Rehabilitation staff

A range of additional extra-curricular activities to supplement class-based learning

A close working partnership with parents and carers, which enables them to be fully involved in their child's learning

Section 3 - Community Cohesion

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From September 2007 the school has had a duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

Community cohesion is not an easy concept to define. The DCSF definition is: "... a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community". In short community cohesion is "people working together and respecting the differences in our society".

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new members of the community and existing members to adapt to one another.

In order to prepare all our pupils for living and working in a diverse and cohesive society our school works with students to:

- create a sense of shared values and shared responsibility for the future
- encourage the development of a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are a part;
- encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping;
- support the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities;
- ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment;
- ensure they receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible;
- provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds, both in our local community and the wider society.

We will evidence our effectiveness by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision.
- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents [trust the school to act fairly](#) feel they are being treated fairly and have the same opportunities.
- [That we have strong and positive relationships.](#)

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Section 4 - Race Duties

At Priestley Smith School we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

The School recognises that all people can experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist all members of its community to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability. The school actively promotes race equality, opposes racism in all its forms and fosters positive attitudes and commitment to an education for equality. The school makes explicit that discrimination of any form will not be tolerated.

This policy, which forms an integral part of our Single Equality Scheme, sets out our commitment to promoting equality of opportunity and good race relations, to tackling racial discrimination and explains what this means for the whole school community.

Definition of Racism

The accepted definition of a racist incident, following the "Macpherson Report", is: *"any incident which is perceived to be racist by the victim or any other person."*

We acknowledge that racism exists in society and are committed to working towards its elimination by preparing students for a life in a multi-ethnic society. To this end our pupils must be educated to understand that racism is unacceptable and will not be tolerated, and create an environment in which they are confident and which is free from racism, stereotyping and racist bullying.

AIMS

We aim to tackle racial discrimination and promote race equality and good relations across all areas of school activity, including:

- Curriculum, Teaching and Learning (including language and cultural needs and inclusion of positive images of a wide range of cultures)
- Progress, attainment and assessment
- Admissions
- Attendance, behaviour, discipline and exclusions
- Pupil's personal development and pastoral care
- Staff recruitment and professional development
- Membership of the governing body
- Partnerships with parents and communities

OBJECTIVES

- To treat all those within the whole school community (e.g. students, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- To create a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- To encourage everyone within our school community to gain a positive self image and high self esteem
- To have high expectations of everyone involved with the whole school
- To promote mutual respect and value each others' similarities and differences and face equality issues openly
- To identify and remove all practices, procedures and customs which are discriminatory and replace them with practices which are fair to all
- To monitor, evaluate and review all of the above to secure continuous improvement in all that we do through Department and School Improvement Plans.

IMPLEMENTING THIS RACE EQUALITY POLICY

Our Race Equality Policy will form part of the School Single Equality Scheme 2010 - 2013, and a review will commence from September 2011 to meet the requirements of the scheme. We will report on progress annually as part of our review of the School Single Equality Scheme.

In order to implement fully our Race Equality Policy we will ensure that the following aspects are firmly in place and that any areas of weakness are addressed effectively:

a. Achievements and progress

- The school values the achievements , progress and development of students and staff from all ethnic groups
- Students' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability); any areas of underachievement are identified and addressed.
- All students have equal access to extracurricular activities
- Every student and staff member is offered the support and guidance they need
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice
- Steps are taken to ensure that students on work experience are not subjected to racism or racial harassment
- Staff recruitment procedures are based firmly on equal opportunities and ensure that candidates are selected on their merits, qualifications and experience. Equality of opportunity is ensured for all staff members, irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation or age. (See Section 11-Employment Practices)

b. Curriculum, teaching and learning (including language and cultural needs)

- The school promotes an inclusive curriculum which reflects the multiethnic nature of our society
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum
- Subject leaders and Departmental Heads provide guidance and examples of good practice for colleagues
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all students and experiences which reflect the ethnic background of all students
- Race issues are considered when selecting teaching and learning topics, acquiring resources, or making changes in the School's organisation or environment
- There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum and this is reflected in the teaching resources used in school

c. Student behaviour, discipline and exclusion

- The school's procedures for managing behaviour and discipline are fair and applied equally to all, irrespective of ethnicity
- The school monitors the exclusion of students by ethnic groups
- The process of excluding a student is fair and equitable to all students, irrespective of ethnicity

d. Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community
- The monitoring system used by the school enables the school to report the relevant details to Birmingham LA on a termly basis.

RESPONSIBILITIES

The responsibility for implementing the policy falls into the following categories:

- The Governing body are responsible for ensuring that the school complies with race relations legislation and that the policy and its related procedures and strategies are implemented.
- The Head teacher is responsible for implementing, monitoring the impact and reviewing the policy, ensuring all staff are aware of their responsibilities and are given appropriate training and support, and taking any action in any cases of racial discrimination.
- An Appointed Governor takes specific responsibility for co-coordinating racial equality work and/or dealing with reported incidents of racism or racial harassment.
- All staff are responsible for dealing with racist incidents, knowing how to identify and challenge racial bias and stereotyping, promoting racial equality and race relations, and keeping up to date with race equality legislation and research through training and development.
- Visitors to the school must be made aware of, and comply with, the race equality policy.

BREACHES OF THE POLICY

Any incident of racial harassment by students, staff, governors, parent or visitor is unacceptable in our school. Incidents could take the form of verbal abuse, physical assault, damage to property or lack of cooperation in a lesson, due to the ethnicity of a pupil or adult. All incidents will be investigated and if the allegations of racism are corroborated, discussions held with those concerned and parents/carers where relevant and appropriate sanctions will be put in place.

The school will follow all LA recommended guidelines and disciplinary measures.

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures, where possible:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or assistant headteachers and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- respect the confidentiality of witnesses;
- both sets of parents will be informed by headteacher or assistant headteachers

Pupils will be placed on school report in line with the school's behaviour policy, leading to short or permanent exclusion where considered necessary.

Discriminatory action by staff, governors etc will be fully investigated and dealt with, using the appropriate Local Authority Procedures and disciplinary measures.

All racist incidents will be recorded and reported to the governing body by the head teacher and to the LA on a termly basis through racial incident monitoring forms.

Outcomes of the school Race Equality Policy will be communicated to parents.

MONITORING

The school will monitor the impact of this Policy and Action Plan on students, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on:

- The attainment and achievement of students
- Incidences and frequency of exclusion
- Incidences of racism, racial harassment and bullying
- Curriculum, teaching and learning (including how well language and cultural needs are reflected in the curriculum, ethnicity of visitors to the school and role models, breadth of curriculum experiences, focus of school visits etc)
- Sanctions and rewards
- Membership of the governing body and staff
- Parental and community involvement
- The effectiveness of support, advice and guidance for different groupings.

The governing body will oversee a systematic rolling programme of equality impact assessments, and proposed actions to tackle any identified inequalities.

School policies and procedures will also be subject to equality impact assessments, either as part of their regular annual review, or whenever changes or new policies and procedures are proposed.

The regular overall statistical assessment of pupil performance and progress will examine any race differences and identify appropriate action needed. This will be incorporated in the School Improvement Plan. Other race equality issues and actions will also be reflected in the School Improvement Plan as it is regularly reviewed and rolled forward.

The governing body will check and report on race equality within its annual review of the Single Equality Scheme.

**SEE THE SINGLE EQUALITY ACTION PLAN 2010-13
APPENDIX 1**

Section 5 - Disability Equality Duties

Disability

The definition of disability is that set out in the Special Educational Needs and Disability Act, and includes people who have any of the following:

- physical disability;
- sensory impairment (e.g. visual, hearing);
- mental health problems;
- chronic illness (e.g. asthma, epilepsy, diabetes);
- medical conditions which may cause pain or other symptoms which affect your learning (e.g. side effects of treatment, poor attention, poor concentration), Asperger's Syndrome/Autism Spectrum Disorder;
- specific learning difficulties (e.g. dyslexia, dyspraxia).
- any other condition which has a significant effect on the ability to study.

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AIMS

Priestley Smith School is a specialist school for students with visual impairments. Many students also have additional or associated difficulties such as physical/medical disabilities, hearing impairments, learning difficulties, social and emotional difficulties, Autistic Spectrum Disorder and communication difficulties.

Priestley Smith School is fully committed to equal opportunities and aims to provide a safe, caring and supportive learning environment which enables **all** students to achieve to their maximum potential and encourages them to be as confident, resourceful and independent as possible. It provides an environment in which diversity is celebrated and in which all barriers to inclusion are challenged. We aim to treat every person as an individual, with needs which may differ from those of others with a superficially similar disability. We do not have a "set of procedures for students with dyslexia" or a "set of procedures for physically disabled students"- each person's needs are considered individually. We aim to be an inclusive school in respect of pupils, staff, parents and visitors and actively seek to remove all barriers to learning and participation.

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Priestley Smith School is a purpose built school for students with visual impairments. Careful attention has been paid to providing an optimum environment for students and staff with visual impairment and the school is fully accessible to people with physical disabilities. We are committed to ensuring full access to our buildings, facilities and curriculum for all those who wish to access them.

OBJECTIVES

The School's commitment to disabled learners, their families and staff's equality has four objectives:

1. We will promote equality for disabled people by:
 - Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
 - Encouraging good practice by our partners through our advisory capacity;
2. We will tackle discrimination against disabled people by:
 - Promoting positive images of disabled people;
 - Challenging patronising or discriminating attitudes;

- Making the environment as safe as possible for disabled learners, staff and families and challenging antisocial or bullying behaviour or harassment;
- Ensuring that disability issues are considered when selecting teaching and learning topics, organising and planning the curriculum, acquiring resources, or making changes in the School's organisation or environment

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3. We will support disabled learners to achieve their full potential by:
- Providing support, assistance and care to disabled learners to enable them to lead independent lives;
 - Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
 - Supporting disabled learners, staff and carers according to their individual need.
- 4: We will work in partnership with disabled learners and their parents/carers and staff by:
- Enabling active participation by disabled learners, their families and disabled staff;
 - Consulting directly with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

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We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

- When carrying out our functions, we have due regard to the need to:
- Promote equality of opportunity between disabled people and other people.
 - Eliminate discrimination that is unlawful under the Disability Discrimination Act (2005).
 - Eliminate disability related harassment.
 - Promote positive attitudes towards disabled people.
 - Encourage participation of disabled people in public life.
 - Take steps to meet disabled people's needs, even if this requires more favourable treatment.
 - Monitor achievement and involvement of staff and learners by disability.

- We plan to increase access to education for disabled pupils by:
- Ensuring that all learners can fully access the school curriculum and extra-curricular activities.
 - Increasing the inclusion of positive images of disabled people across the curriculum.
 - Continuing to improve the environment and resources of the school to increase the extent to which disabled learners can take full advantage of education and associated services.
 - Ensuring the accessibility of information to disabled learners.
 - Providing clear, relevant and specialist Information, Advice and Guidance for all students.

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IMPLEMENTING THE DISABILITY EQUALITY POLICY

Our Disability Equality Policy forms part of the School Single Equality Scheme 2010 - 2013, and a review will commence from September 2011 to meet the requirements of the

scheme. We will report on progress annually as part of our review of the School Single Equality Scheme.

RESPONSIBILITIES

The responsibility for implementing the policy falls into the following categories:

- The Governing body are responsible for ensuring that the school complies with disability legislation and that the policy and its related procedures and strategies are implemented.
- The Head teacher is responsible for implementing, monitoring the impact and reviewing the policy, ensuring all staff are aware of their responsibilities and are given appropriate training and support, and taking any action in any cases of disability discrimination.
- An Appointed Governor takes specific responsibility for coordinating disability equality work and/or dealing with reported incidents of disability discrimination.
- All staff are responsible for dealing with disability discrimination incidents, knowing how to identify and challenge disability bias and stereotyping, promoting equality, and keeping up to date with disability equality legislation and research through staff training and development.
- Visitors to the school must be made aware of, and comply with, the disability equality policy.

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ACTION PROGRAMME AND MONITORING

Regular assessments will be undertaken by the curriculum and staffing committees regarding disability equality in relation to pupil performance, the wider curriculum and recruitment and retention.

The governing body will oversee a systematic rolling programme of equality impact assessments, and proposed actions to tackle any identified inequalities.

School policies and procedures will also be subject to equality impact assessments, either as part of their regular annual review, or whenever changes or new policies and procedures are proposed.

The regular overall statistical assessment of pupil performance and progress will examine any differences by disability and identify appropriate action needed. This will be incorporated in the Single Equality Scheme Action Plan and School Improvement Plan. Other disability equality issues and actions will also be reflected in the Single Equality Scheme Action Plan and School Improvement Plan as they are regularly reviewed and rolled forward.

The governing body will check and report on disability equality within its annual review of the Single Equality Scheme.

**SEE THE SINGLE EQUALITY ACTION PLAN 2010-13
APPENDIX 1**

Section 6 - Gender Equality Duties

Priestley Smith School is committed to providing an education and environment which offer gender equality in opportunities and freedom from discrimination on grounds of gender. This applies to everyone involved with the School – pupils, parents, staff, governors, volunteers, and the wider community. It covers teaching and learning and other activities within and outside the curriculum, the employment and pay of staff, and relationships with volunteers, governors, parents and the community. We try to demonstrate it in the actions we take, the way we think and speak and behave, and the examples we set.

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By law, schools have a general duty to promote equality of opportunity between men and women, and to eliminate unlawful sex discrimination and harassment.

AIMS

At Priestley Smith we aim to:

- provide each pupil with equal access to an education which will enable him or her to utilise his or her talents to the full, regardless of gender, and which achieves the five outcomes in “Every Child Matters”
- promote gender equality among adults involved within the School, and eliminate any unlawful sexual discrimination and harassment, in the employment and pay of staff, the management of volunteers, the work of governors, and relationships with parents and the community
- ensure that good gender equality practice permeates all aspects of School life, applies to all children and adults, and offers good role models
- raise awareness among children and adults of gender equality issues occurring inside or outside the School environment
- foster understanding and respect between the sexes
- monitor the achievement of our aims and objectives, and respond promptly and effectively to any concerns about their achievement.

To meet these aims, we will:

- ensure equal opportunities for participation and achievement in all aspects of school life, challenging any gender stereotypes
- monitor pupil participation and achievement by gender, within the curriculum and in extra-curricular activities, including physical activities and creative and performing arts, and take steps to address any inequalities
- identify any harassment or bullying of pupils by gender, and take steps to address any inequalities
- ensure that gender issues are considered when selecting teaching and learning topics, acquiring resources, or making changes in the School’s organisation or environment
- establish and monitor gender equality requirements in our policies on staff recruitment, pay and other conditions, personal development and training, promotion, responsibilities, flexible working, grievance and disciplinary procedures, bullying and harassment; and take steps to address any inequalities
- ensure that gender equality issues in the work of the governing body, and in the roles and management of volunteers are monitored and reported
- ensure that gender equality issues are considered, and acted upon, in our accessibility to and relationships with parents and the wider community.

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IMPLEMENTING THE GENDER EQUALITY POLICY

Our Gender Equality Policy will form part of the School Single Equality Scheme 2010 - 2013, and a review will commence from September 2011 to meet the requirements of the scheme. We will report on progress annually as part of our review of the School Single Equality Scheme.

RESPONSIBILITIES

The responsibility for implementing the policy falls into the following categories:

- The Governing body are responsible for ensuring that the school complies with gender equality legislation and that the policy and its related procedures and strategies are implemented.
- The Head teacher is responsible for implementing, monitoring the impact and reviewing the policy, ensuring all staff are aware of their responsibilities and are given appropriate training and support, and taking any action in any cases of gender discrimination.
- An Appointed Governor takes specific responsibility for co-coordinating gender equality work and/or dealing with reported incidents of discrimination.
- All staff are responsible for dealing with gender discrimination incidents, knowing how to identify and challenge gender bias and stereotyping, promoting equality, and keeping up to date with gender equality legislation and research through training and development.
- Visitors to the school must be made aware of, and comply with, the gender equality policy.

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Action Programme and Monitoring

Regular assessments will be undertaken by the curriculum and staffing committees regarding gender equality in relation to pupil performance, the wider curriculum and recruitment and retention.

The governing body will oversee a systematic rolling programme of equality impact assessments, and proposed actions to tackle any identified inequalities.

School policies and procedures will also be subject to equality impact assessments, either as part of their regular annual review, or whenever changes or new policies and procedures are proposed.

The regular overall statistical assessment of pupil performance and progress will examine any gender differences and identify appropriate action needed. This will be incorporated in the School Improvement Plan. Other gender equality issues and actions will also be reflected in the School Improvement Plan as it is regularly reviewed and rolled forward.

The governing body will check and report on gender equality within its annual review of the Single Equality Scheme.

**SEE THE SINGLE EQUALITY ACTION PLAN 2010-13
APPENDIX 1**

Section 7 - Religion and Belief

Priestley Smith School aims to be an inclusive community which respects and supports individuals from all faith communities. We seek to ensure that students, staff, governors and volunteers are well informed about different faith communities and develop respect for and tolerance and understanding of different faiths. We aim to ensure a balance of different faith communities in our curriculum content, learning opportunities and the people invited into the school.

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impact of our policies, functions and procedures on promoting equality for people based on their religion, belief and non-belief.

In order to ensure equality with regard to religion and belief, the following areas will be considered annually as part of the Single Equality Scheme review so that impact of policies and procedures can be assessed and areas for further development identified.

1. Outcomes for learners

Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds?

Are learners from religious or non religious backgrounds excluded, disadvantaged or marginalised?

2. Recognising relevant differences

Is due account made of the specific needs and experiences of pupils from all religious groups? Or are some excluded or not included?

3. Benefits for the workplace

Do all members and potential members of the workforce benefit/pupils benefit whatever their religious or non religious background? Or are some excluded or not included?

4. Attitudes, relationships and cohesion

Do our policies promote good relationships / respect / tolerance / similarities between all religious and non-religious groups? Or do they lead to hostility and promote differences / religious hatred?

5. Benefits for society

Do our policies benefit society as a whole by encouraging participation by all religious groups in public life? Or are some religious groups excluded or marginalised?

6. Positive Impact on equality

Do our policies help to reduce inequalities between all religious and non-religious groups? Or are there aspects of the policy which may have a negative impact i.e.

celebration of religious observance?

7. Consultation, involvement and accountability

Are our policies based on involvement between all religious and non-religious groups or are the religious/non religious views of one group more prominent than another?

The governing body will oversee a systematic rolling programme of equality impact assessments, and proposed actions to tackle any identified inequalities.

All developments will be identified in the Single Equality Action Plan.

**SEE THE SINGLE EQUALITY ACTION PLAN 2010-13
APPENDIX 1**

Section 8 - Sexual Orientation

Priestley Smith School aims to be an inclusive community which recognises the gifts, talents and contribution of all people, and which respects and supports individuals regardless of gender, race, sexual orientation, faith position or disability. We are committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We want to ensure equality of opportunity for all across services and employment.

Schools are ideally placed to teach pupils about sexual orientation and how to challenge homophobia, as they make a significant contribution to the development of values and attitudes in young children that are likely to be resistant to change in adulthood. Our Sex and Relationship Education (SRE) will teach our young people to understand human sexuality and to respect the sexual orientation of others. Our curriculum will include realistic portrayals of lesbian, gay, bisexual ~~and transgender~~ people and the contributions they have made to different aspects of the curriculum. Supporting LGBT pupils and staff involves ensuring that the attitudes which generate homophobia are challenged in all areas of the work of the school from school policies and procedures, to the curriculum and to the training opportunities the school offers to its employees.

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We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

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- The school will respect all staff and students regardless of sexual orientation.
- All staff will be treated equally in relation to employment or promotion opportunities.
- All students will be treated equally in relation to admissions, learning and teaching, assessment and support.
- Homophobic abuse, harassment or bullying (e.g. name-calling, derogatory jokes, intrusive questions or other unacceptable or unwanted behaviour) will be treated as a serious disciplinary offence and will be dealt with under the appropriate procedure. (Sexual Orientation Policy Guidelines February 2007)
- Homophobic propaganda, in the forms of written materials, graffiti, songs etc. will not be tolerated.
- The school will provide a supportive environment for all staff or students who wish it to be known that they are LGBT. However, it is the right of the individuals to choose whether they wish to be open about their sexuality. To reveal someone's sexuality without their express consent is a form of harassment, and will be treated as such.
- LGBT issues will be included in all equality training and monitoring

Our school recognises the need to protect learners and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our annual review of the Single Equality Scheme. We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

SEE THE SINGLE EQUALITY ACTION PLAN 2010-13

APPENDIX 1

Section 9 - Age

The School is committed to promoting equality of opportunity regardless of age. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

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Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

Our commitment to age equality will be represented in our curriculum, our involvement of people of all ages within the school community, our promotion of positive role models, our teaching and learning and our employment procedures.

From 1 October 2006 employees have had the right to request to work beyond the date on which their employer intends them to retire. Where requests are made, employers have a duty to consider the request under a procedure set out in the Regulations. Senior staff and the Governing Body look favourably upon such requests, where members of staff can clearly carry out all aspects of their role, and there are currently several people working within the school beyond standard retirement age.

**SEE THE SINGLE EQUALITY ACTION PLAN 2010-13
APPENDIX 1**

Section 10 - Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. The aims and objectives outlined throughout this document reflect a commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief, sexual orientation or age.

We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. All incidents are dealt with promptly, recorded in the school incident books and are reported termly to the LA. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through Local Authority monitoring procedures.

All staff receive training in relation to bullying and discriminatory incidents relating to age, homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.

Section 11 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff. Our recruitment and selection procedures are based firmly on equal opportunities and ensure that candidates are selected on their merits, qualifications and experience. Equality of opportunity is ensured for all candidates, irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation or age. The Personnel Committee monitor the recruitment and selection procedures followed by the school and equal opportunities monitoring forms are completed by all candidates.

Our staff development procedures are based upon agreed performance management processes, which ensure that each person has clear, equitable targets upon which their performance is measured and that each person receives the professional development training they require to improve and enhance their skills. Performance Management is monitored by the Governing Body who receive annual reports from the headteacher.

The Senior Leadership Team and the Governors' Personnel Committee ensure that all aspects of the following are carried out equitably within the school:

- Selection and recruitment
- Selection for redundancy, restructuring, redeployment and retirement
- Training and development
- Promotion
- Performance appraisal
- Award for pay, bonus and allowances
- Grievance
- Disciplinary
- Harassment
- Discrimination

Section 12 - Consultation and Information

In producing this Single Equality Policy, all school stakeholders have been consulted:

Students
Staff
Parents/carers
Governors
LA
Unions

In the consultation process every effort has been made to ensure representation by all groups (e.g. people with various disabilities, men / women, people from all ethnic communities; people from LGBT and from different faith groups, all age groups).

Due to the location of the school and the fact that students attend from all over the city and the surrounding local authorities, consultation has been predominantly in writing to stakeholders and through meetings of the School Council, staff and Governors' Curriculum group and invited guests. Parents/carers will be invited to attend a Governors' Curriculum group to discuss the Single Equality Scheme and the policy and scheme will be discussed in detail annually in meetings of the full Governing Body.

The policy is available on the website, in print form, enlarged print, braille and in a format which can be accessed through speech software.

Section 13 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The responsibility for implementing the single equality scheme falls into the following categories:

- The Governing body are responsible for ensuring that the school complies with all relevant equality legislation and guidance and that the policy and its related procedures and strategies are implemented.
- The Headteacher is responsible for ensuring that all members of the school community, including staff, students, governors, parents/carers and visitors/volunteers are made aware of the school's Single Equality Scheme and their duties within it
- The Head teacher is responsible for implementing the policy, ensuring all staff are aware of their responsibilities and are given appropriate training and support, and taking any action in any cases of discrimination.
- An Appointed Governor takes specific responsibility for coordinating equality work and/or dealing with reported incidents of discrimination or harassment.
- The Senior Leadership Team leads on the development of the policy and the formulation/evaluation of the action plan, is responsible for monitoring the impact of the policy against other school policies and reviewing the policy itself.
- All staff are responsible for dealing with incidents, knowing how to identify and challenge bias and stereotyping, promoting equality and keeping up to date with equality legislation and research through training and development.
- Volunteers/ visitors to the school must be aware of, and comply with, the equality policy.

Section 14 - Breaches of the Policy

The school follows the LA recommended guidelines and disciplinary measures.

The following action will be taken if people (pupils, staff or others) do not comply with the policy:

- All incidents of discrimination or harassment by pupils, staff or others in the school will be reported to the Head teacher or Assistant Headteachers.
- Once reported, immediate discussions will take place with relevant students, staff or others involved and the incident will be recorded and a copy held with the head teacher.
- Incidents will be investigated and if the allegations are corroborated, appropriate sanctions will be put in place.
- The confidentiality of witnesses will be respected.
- Pupils will be placed on school report in line with the school's behaviour policy leading to short or permanent exclusion where considered necessary.
- Further incidents will be reported to Governors and if deemed necessary, reported to the LA.
- Discriminatory action by staff, governors etc will be investigated and dealt with, using the appropriate Local Authority Procedures and disciplinary measures.

Section 15 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report on progress for all stakeholders and review and revise the School's Equality Scheme every three years.

It is the responsibility of the Senior Leadership team and a named governor to ensure that regular review of progress takes place against equality objectives and that an annual report is produced. The review of the Scheme will inform how the school sets new priorities and new action plans for the next Scheme.

Section 16 - Publication

The School's Equality Scheme is available to all on request. It is available in a variety of formats, including large print, braille and through speech software.

A copy will also be made available on the school's website - www.priestleysmith.co.uk

Section 17 - Complaints

If anyone feels that they have suffered harassment or been treated unfairly because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the SES.

Section 18 - Action Plan

Our action plan, as detailed in Appendix 1, shows explicit objectives for race, disability and gender issues and also objectives for age, religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- Monitoring and reporting procedures.

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APPENDIX 1

PRIESTLEY SMITH SCHOOL

SINGLE EQUALITY SCHEME

ACTION PLAN 2010-2013



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PRIESTLEY SMITH SCHOOL
Single Equalities Scheme
Action Plan 2010-2013

Focus: Race

Objective	People Involved	Timescale	Resources	Success Criteria
1. To review the existing Race Policy and incorporate the school's Race Equality Policy into Single Equality Scheme.	Lead: HP SLT All staff, students, Governors, parents/ carers	Review: July 2010 Training day: Nov 2010 Draft: Nov 2010 Publication: Dec 2010	Training day; all staff (Nov 2010) School Council meetings x2	Single Equality Scheme developed and agreed by Dec 2010. Ratified by Governing Body Jan 2011. SES Action Plan agreed Dec 2010.
2. To review schemes of work to identify any curriculum imbalance with regard to the ethnic backgrounds of students within the school.	Lead: HP SLT All staff	Jan 2011-July 2011	Training day: 4 th January 2011	Review of the curriculum 2012 and ongoing work trawls show greater reflection of pupils' backgrounds and race.
3. To ensure visiting speakers are more representative of pupils' ethnic background, challenge stereotypes and provide good role models.	Lead: SLT All staff Pupil relatives	Ongoing Review -2013	Need to build up a wide range of possible contacts	Speakers/visitors across the school represent the full range of pupil race.
4. To investigate production of all materials in appropriate language s following audit of language s required by parents/cares.	Lead: SLT ICT Technicians/ teachers Mina Vyas Askelite	Investigation and Audit Autumn Term 2011 Implementation 2012.	Translation software Time	Materials produced in range of different languages as appropriate.
5. To investigate introduction of home language accreditation.	Lead: Exam Secretary MFL Teacher	Jan-July 2012	Course costs Funding of tutor Timetable availability	Successfully investigated. Decision made as to possible courses. Funding identified. Implemented if appropriate.
6. To measure achievement levels of all ethnic groups within the school to ensure that no groups are underachieving.	Lead: HP SLT Governing Body	Ongoing	Directed time	Analysis of assessment outcomes shows no areas of underachievement.

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PRIESTLEY SMITH SCHOOL
Single Equalities Scheme
Action Plan 2010-2013

Focus: Disability

Objective	People Involved	Timescale	Resources	Success Criteria
1. To review the existing Disability Policy and incorporate the school's Disability Equality Policy into a Single Equality Scheme.	Lead: HP SLT All staff, students, Governors, parents/ carers	Review: July 2010 Training day: Nov 2010 Draft: Nov 2010 Publication: Dec 2010	Training day; all staff (Nov 2010) School Council meetings x2	Single Equality Scheme developed and agreed by Dec 2010. Ratified by Governing Body Jan 2011. SES Action Plan agreed Dec 2010.
2. To review schemes of work to identify any curriculum imbalance with regard to the disability of students within the school.	Lead: HP SLT All staff	Jan 2011-July 2011	Training day: 4 th January 2011	Review of the curriculum 2012 and ongoing work. Trawls show full inclusion of pupils of all disabilities and high levels of value added achievement by all.
3. To ensure visiting speakers are representative of the full range of pupil disability, that they challenge stereotypes, provide good role models and raise expectations.	Lead: SLT All staff Pupil relatives	Ongoing Review 2013	Need to build up a wide range of possible contacts	Speakers/visitors across the school represent the full range of pupil disability.
4. To update staff training in respect of Autistic Spectrum Disorder, challenging behaviour and health issues; to continue to provide mandatory training in teaching of visually impaired.	Lead: SLT All staff	Training: Jan 2011-2012	£1000 staff training on ASD £1000 Teamteach training -Primary and Secondary £9000 p.a. for QTVI staff training	Audit of training to be maintained. Skills of staff with regard to ASD, challenging behaviour and health issues to be increased, as evidenced by observations and staff evaluation.
5. Review procedures for training of new staff in VI specific issues.	Lead: SLT All staff	Sept 2011	In house Revised induction pack Assigned mentors	New staff feel well supported with regard to VI specific issues.
6. To continue to break down barriers with regard to disability by increasing links with local community through local history groups, fundraising, integration and reverse integration etc.	Lead: SLT All staff Campus schools Women in Theatre Local community groups	January 2011 and ongoing	Women in Theatre £9000 grant: Community play Time for planning and activities	Increased interaction between school and local community. Positive image of disability promoted.

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<p>7. To carry out annual audits of the school environment, ensuring students have full access to all areas within the school, that they have full access to all aspects of the curriculum and full access to specialist ICT: Fire audits/half termly drills Evacuation audits Accessibility checks Curriculum audits Schemes of work audit Annual BSPL building audits Specialist ICT audits</p>	<p>Lead: HP SLT All staff BSPL Health and Safety Group Curriculum Group ICT Technicians</p>	<p>January 2011 and ongoing</p>	<p>£4000 evacuation chairs £2000 fire audits Training day: 4th January 2011 re scheme of work audit for disability range £15000 ongoing specialist ICT provision</p>	<p>Students have full and safe access to all areas of the building Students of all disability types have full access to all areas of the curriculum Full access is ensured through specialist ICT.</p>	<p>Deleted: Studnts Deleted: e Deleted: esnuring Deleted: studnts Deleted: g Deleted: alla Deleted: reas Deleted: ahve Deleted: adutis Deleted: Studnts Deleted: , Deleted: Safety Deleted: Trainign Deleted: fday Formatted Deleted: temrly Deleted: Jnaury Deleted: fo Deleted: schem Deleted: fo Deleted: disbaillity Deleted: rnage Deleted: Scemes Deleted: buildign Deleted: specialsit Deleted: 7 Deleted: differnet</p>
<p>8. To measure achievement levels of all disability groups within the school to ensure that no groups are underachieving.</p>	<p>Lead: HP SLT Governing Body</p>	<p>Ongoing</p>	<p>Directed time</p>	<p>Analysis of assessment outcomes for different disability groups show no areas of underachievement.</p>	

PRIESTLEY SMITH SCHOOL
Single Equalities Scheme
Action Plan 2010-2013

Focus: Gender

Objective	People Involved	Timescale	Resources	Success Criteria
<p>1. To review the existing Gender Policy and incorporate the school's Gender Equality Policy into a Single Equality Scheme.</p>	<p>Lead: HP SLT All staff, students,</p>	<p>Review: July 2010 Training day: Nov 2010</p>	<p>Training day; all staff (Nov 2010) School Council meetings x2</p>	<p>Single Equality Scheme developed and agreed by Dec</p>

	Governors, parents/ carers	Draft: Nov 2010 Publication: Dec 2010		2010. Ratified by Governing Body Jan 2011. SES Action Plan agreed Dec 2010.	Deleted: ¶ Formatted ... [59] Formatted ... [60] Formatted ... [61] Formatted ... [62] Formatted ... [63] Formatted ... [64] Deleted: ¶ ... [65] Formatted ... [66] Formatted ... [67] Formatted ... [68] Formatted ... [69] Formatted ... [70] Deleted: ¶ ... [71] Formatted ... [72] Formatted ... [73] Formatted ... [74] Formatted ... [75] Formatted ... [76] Formatted ... [77] Formatted ... [78] Deleted: ¶ ... [79] Formatted ... [80] Formatted ... [81] Formatted ... [82] Formatted ... [83] Formatted ... [84] Formatted ... [85] Deleted: ¶ ... [86] Formatted ... [87] Deleted: ¶ Formatted ... [88] Formatted ... [89] Formatted ... [90] Formatted ... [91] Deleted: ¶ ... [92] Formatted ... [93] Formatted ... [94] Deleted: ¶ Formatted ... [95] Formatted ... [96] Formatted ... [97] Formatted ... [98] Formatted ... [99] Deleted: ¶ Formatted ... [100] Formatted ... [101] Deleted: To incorporate
2. Provide workshops/training re latest research on stereotyping and research on curriculum re boys'/girls' interests etc.	Lead: SLT All staff	2011/12	Training day: 2012	Staff implement ideas and measure impact on achievement.	
3. Pupils to be encouraged to highlight any concerns over gender discrimination and to be involved in identifying solutions to concern.	Lead: SLT All students	2011/12	Form time Staff time School council agenda items	Pupil confidence that they can talk freely about such issues.	
4. Staff to be encouraged to highlight any concerns over gender discrimination and to be involved in identifying and implementing solutions to issues.	Lead: SLT All staff SLT Governors	2011/12	Staff time	Staff confidence in tackling and discussing gender issues increased.	
5. Curriculum audit to take place, to consider whether the curriculum is well balanced, whether it is suited to both boys and girls and whether it provides appropriate challenge to stereotyping: schemes of work to be amended accordingly.	Lead: SLT All staff	End 2011/12	Training Day: 4 th January 2011.	Changes made to scheme of work planning – impact on achievement measured.	
6. To provide training on learning styles for both staff and students. (Do boys/girls have preferred learning styles?)	Lead: SLT All staff	End 2012	Training day - staff Pupil off timetable for training	Impact on achievement seen.	
7. To provide wide range of role models/speakers to challenge stereotyping and provide positive role models. male nurses, female engineers, female barristers, male carers, female firefighters etc: within careers lessons to focus specifically upon gender issues.	All staff GW KL Connexions	2011- 2013	Time to research opportunities and make contacts	Wide range of speakers invited in to school. Pupil views re career choices extended. Pupil confidence increased. PSHE lessons show less stereotypical views held by students.	
6. To measure achievement levels of male/female students to ensure that no groups are underachieving.	Lead: HP SLT Governing Body	Ongoing	Directed time	Analysis of assessment outcomes showing no areas of underachievement.	

PRIESTLEY SMITH SCHOOL Single Equalities Scheme Action Plan 2010-2013				
Focus: Age				
Objective	People Involved	Timescale	Resources	Success Criteria
1. To incorporate the school's beliefs and policies with regard	Lead: HP SLT	Review: July 2010	Training day; all staff (Nov 2010)	Single Equality Scheme

to Age into a Single Equality Scheme.	All staff, students, Governor, parents/ carers	Training day: Nov 2010 Draft: Nov 2010 Publication: Dec 2010	School Council meetings x2	developed and agreed by Dec 2010. Ratified by Governing Body Jan 2011. SES Action Plan agreed Dec 2010.	Deleted: s
2. To carry out a curriculum audit reviewing schemes of work to identify any curriculum imbalance with regard to contribution made by people of all ages.	Lead: HP SLT All staff	Jan 2011-July 2011	Training day: 4 th January 2011	Review of the curriculum 2012 and ongoing work trawls show greater reflection of full age range in pupil studies.	Deleted: trawls
3. To ensure visiting speakers of differing ages are invited to the school to talk and work with students, challenging stereotypes and providing good role models.	Lead: SLT All staff Pupil relatives	Ongoing Review 2013	Need to build up a wide range of possible contacts	Speakers/visitors across the school represent the full range of age, ability and interests.	Deleted: ¶ ¶ ¶
4. To build up contacts within local community groups to provide interaction between students and older people e.g. local history groups, fundraising initiatives etc.	Lead: SLT Karen Levis All staff Women in Theatre group	Ongoing	Time Funding for joint activities – Community play: Women in Theatre. (£9000)	Increased links with local community. Pupils show greater understanding of issues facing and possibilities open to older people.	Deleted: ¶ ¶ ¶ Deleted: hr Deleted: ¶ ¶ ¶
5. Former VI students from Priestley Smith and other VI organisations across Birmingham to talk to students about experiences within school and workplace.	Lead: SLT Gerry Wimsey Gabiella Zavrioli Birmingham Focus Heritage Lottery	Jan 2011 – July 2012	Heritage lottery funding (Focus) Timetabled activities	Successfully investigated. Decision made as to possible courses. Funding identified if appropriate.	Deleted: ¶ ¶ ¶
6. To provide improved mentoring for new staff and volunteers (help, advice, induction etc.) by more experienced members of staff.	Lead: SLT All staff	Sept 2011 and ongoing	Induction package Named persons identified Training day	Feedback from new staff and volunteers shows that they feel well supported.	Deleted: ¶ ¶ ¶ Formatted Deleted: ¶ ¶ ¶

PRIESTLEY SMITH SCHOOL Single Equalities Scheme Action Plan 2010-2013				
Focus: Religion and Belief				
Objective	People Involved	Timescale	Resources	Success Criteria
1. To incorporate the school's	Lead: HP	Review: July	Training day; all	Single Equality

beliefs and policies with regard to Religion and Belief into a Single Equality Scheme.	SLT All staff, students, Governors, parents/ carers	2010 Training day: Nov 2010 Draft: Nov 2010 Publication: Dec 2010	staff (Nov 2010) School Council meetings x2	Scheme developed and agreed by Dec 2010. Ratified by Governing Body Jan 2011. SES Action Plan agreed Dec 2010.
<u>2. To review schemes of work to identify any curriculum imbalance with regard to the religions and beliefs of students within the school.</u>	<u>Lead: HP</u> <u>SLT</u> <u>All staff</u>	<u>Jan 2011-July 2011</u>	<u>Training day: 4th January 2011</u>	<u>Review of the curriculum 2012 and ongoing work trawls show greater reflection of pupils' religions and beliefs.</u>
<u>3. To ensure visiting speakers are more representative of pupils' religion and beliefs.</u>	<u>Lead: SLT</u> <u>All staff</u> <u>Pupil relatives</u>	<u>Ongoing</u> <u>Review 2013</u>	<u>Need to build up a wide range of possible contacts</u>	<u>Speakers/visitors across the school represent the full range of pupil religion and beliefs.</u>
<u>4. To increase opportunities for whole school and cross campus celebrations of cultural events and festivals from a wide range of religions and beliefs.</u>	<u>Lead: SLT</u> <u>All staff</u> <u>Cross campus staff</u>	<u>Ongoing</u>	<u>Community contacts</u> <u>Pupil relatives</u> <u>£500 artefacts</u>	<u>Celebrations/festivals reviewed 2013.</u>
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PRIESTLEY SMITH SCHOOL Single Equalities Scheme Action Plan 2010-2013				
Focus: Sexual Orientation				
Objective	People Involved	Timescale	Resources	Success Criteria
1. To incorporate the school's beliefs and policies with regard to Sexual Orientation into a Single Equality Scheme.	Lead: HP SLT All staff, students, Governors,	Review: July 2010 Training day: Nov 2010 Draft: Nov	Training day; all staff (Nov 2010) School Council meetings x2	Single Equality Scheme developed and agreed by Dec 2010. Ratified by Governing Body

	parents/ carers	2010 Publication: Dec 2010		Jan 2011. SES Action Plan agreed Dec 2010.	
<u>2. To incorporate school's beliefs with regard to sexual orientation into schemes of work for implementation in class teaching.</u>	<u>Lead: HP</u> <u>SLT</u> <u>All staff</u>	<u>Jan 2011 and ongoing</u>	<u>Training day: 4th January 2011</u>	<u>Review of schemes of work 2011</u> <u>identify opportunities to promote positive image of all forms of sexual orientation.</u>	Formatted Formatted Deleted: ¶ Formatted Deleted: ¶ ¶ ¶
<u>3. To strengthen staff understanding of sexual orientation and its delivery within the curriculum.</u>	<u>Lead: HP</u> <u>SLT</u> <u>All staff</u>	<u>Jan 2011 and ongoing</u>	<u>Training day: 4th January 2011</u>	<u>Review of schemes of work 2011 and ongoing work</u> <u>show incorporation of work on sexual orientation.</u>	Formatted Formatted
<u>4. To identify positive role models in all curriculum areas and incorporate into teaching.</u>	<u>Lead: SLT</u> <u>All staff</u> <u>Pupil relatives</u>	<u>Ongoing</u> <u>Review 2013</u>	<u>Need to build up a range of positive role models from past and present.</u>	<u>Students are aware of the contributions made by people of different sexual orientation to society and show a respect for differing sexuality.</u>	Formatted
<u>5. To challenge all forms of homophobia and particularly thorough Sex and Relationship Education (SRE) teach students to understand human sexuality and to respect the sexual orientation of others.</u>	<u>Lead: SLT</u> <u>All staff</u> <u>Governing Body</u>	<u>Annual audit of incidents</u> <u>Review of SRE policy 2010-11</u>	<u>Directed time and governing body meetings</u>	<u>All forms of homophobia within school are challenged and students show respect the sexual orientation of others. Frequency of homophobic incidents/comments are monitored through incident book.</u>	Deleted: ¶ Formatted Deleted:

Deleted: Our Vision and Aims

The aim of the school is to develop confident, caring and independent young people. Students are taught to challenge any barriers placed before them and to realise that, while they might tackle a task in a different way to their peers, all things are possible. Their visual disability does not define who they are.

OUR VISION:

To be an outward-looking centre of excellence in the education of children with visual impairments

OUR MISSION:

Through high quality teaching, learning and pastoral care, to develop confident, caring and independent young people who are able to succeed in the world in their chosen field.

OUR AIMS:

At Priestley Smith School we aim to provide:
<#>A safe, caring and supportive learning environment which enables all students to achieve to their maximum potential and encourages them to be as confident, resourceful and independent as possible
<#>An environment in which diversity is celebrated and in which all barriers to inclusion are challenged
<#>High quality first hand learning experiences for all pupils, delivered by specialist teaching and support staff
<#>Full access to a broad, balanced and highly differentiated mainstream curriculum, modified to meet the visual, learning and social needs of each child
<#>Opportunities for both academic and social inclusion throughout all phases with campus and local schools
<#>Small groups with a high teacher-pupil ratio
<#>Consistently high quality resources and materials for all pupils, including specially adapted Information and Communication Techn...

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