

EQUALITY ACTION PLAN (to be read in conjunction with the Equality Policy)

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing the action?	What are the time frames?	Early success indicators
All	MUST BE INCLUDED Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	<i>Verbal and written feedback to school</i>	Headteacher / designated member of staff	Nov 15	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the equality plan
All	Ensure all school users are given opportunity to contribute to the development of the action plan, e.g. school council, class discussions, staff discussion, parent forum discussion, invitation on newsletter to share views and governor discussion.	<i>Governors to ensure that all stakeholders have been involved in the creation of the action plan.</i>	Headteacher	Nov 15	All stakeholders are aware of the plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	<i>Achievement data analysed by race, gender and disability</i>	Headteacher / Governing body	Half Termly	Termly Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. (New PSHE SOW)	<i>Increase in pupils' participation, confidence and achievement levels</i>	HT RE and PSHE co-ordinators Class teachers	Nov 15	Notable increase in participation and confidence of targeted groups

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All	Recognise and represent the talents of disabled pupils in Higher Attaining programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	<i>Higher Attaining register monitored by race, gender and disability</i>	Head teacher	Nov 15	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	<i>Increase in pupil participation, confidence and positive identity – monitor through PSHE and School Council</i>	Headteacher	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.	<i>School council representation monitored by race, gender, disability</i>	Headteacher	Ongoing	More diversity in school council membership
Race Equality Duty	MUST BE INCLUDED Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	<i>The Headteacher & Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school/ class approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</i>	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body

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Disability Equality	Note regarding Disability Equality: <i>Each and every disabled person connected to the school would be different. On each occasion, the person's circumstances would be assessed individually on its own merits. In a small school it would be impracticable to have all contingencies in place all the time, but staff and governors understand the need to be ready and prepared to accommodate and include disabled people (children, staff, parents or governors) at short notice.</i>				
Disability Equality	Liaise with parents / previous schools / outside agencies, to establish specific needs of any incoming disabled pupil and other users. Liaise with parents / previous schools / outside agencies, to establish specific needs of any incoming disabled pupil and other users. Form available in Admissions Pack which enables school to ascertain if pupil/family member has a disability	<i>Clear information is provided to enable school staff and the GB to make any necessary adjustments</i>	Headteacher	Annually and for in-year transfers	Adjustments are made promptly to ensure full access to the school building/s and curriculum
Disability Equality	Ensure school is meeting needs of those with learning disability. Ensure school has an inclusive/positive learning environment. Staff INSET on: Equality Act Positive learning environments Dyslexia friendly classrooms	<i>Headteacher & Governors to discuss with staff and pupils and to monitor progress of pupils with SEND.</i>	Head teacher	Ongoing	Provision ensures children with a Learning Disability make progress in line with their peers.
Disability Equality	Ensure that the school makes all reasonable adjustments for disabled pupils in terms of provisions, criteria and practices, auxiliary aids and services and the physical features of the building.	<i>Headteacher & Governors to discuss with staff and pupils and to monitor progress of pupils with SEND.</i>	Head teacher	Dec 15	Provision ensures children with a Learning Disability make progress in line with their peers.

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Disability Equality	HT and H&S Committee to conduct environmental scrutiny focusing on needs of current users and complete a buildings audit to identify areas for future development for disabled access and plan it into a buildings and maintenance development plan. Report to full Governing Body areas for improvement.	<i>H&S Committee report to Governing Body on areas for improvement.</i>	H&S Committee	Nov 15	Governors ensure school building accessible for disabled users.
Disability Equality	Facilitate the involvement of disabled stakeholders in the disability equality scheme	Letters inviting sharing of views to be sent to parents. Views sought from staff, governors, lettings and disabled pupils.	Head, Admin Manager	Nov 15	Views of parents, staff, governors and lettings have been sought and taken into account re the above audit.
Disability Equality	Develop other school policies to take account of disability equality.	Ensure that new policies actively take account of disability equality.	Head, Deputy, Teaching Staff, Governing body	Ongoing Policies to be put in place on a rolling plan	Policies put in place from September 2015 onwards show systems for ensuring disability equality. Eg. PE, RSE., PSHE, Collective Worship, Teaching and Learning, Curriculum areas.
Disability Equality	Raise awareness of disability and the promotion of those with disability through events planned to promote disability positively. Invite visitors to school, e.g. Guide Dogs for the Blind, assembly content, PSHE content	<i>Teaching staff to monitor through observations of children's work and discussions. This is to be feedback to the HT & Governors</i>	Class teachers	From Sept 15	Children to gain an understanding of what disability can mean and positive outcomes Evidence through dialogue & displays show that disability is treated favourably and with understanding.
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates	<i>Monitoring of applications by disability to see if material was effective</i>	Chair of Governors	Ongoing as vacancies arise	More applications from disabled candidates to be School Governors

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Gender Equality Duty	PE Co-ordinator to monitor girls' participation rates in sport. If necessary, introduce initiatives to encourage girls to take up sport outside the curriculum requirements, to make participation rates more reflective of the school population.	<i>Monitoring highlights that participation of girls in sports clubs and out of school sport activities is similar to boys.</i>	PE Co-ordinator	Ongoing from Sept 15	More girls take up after school sports clubs
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	<i>RE co-ordinator to monitor through work scrutinies, planning trawls and pupil interviews.</i>	RE Co-ordinator	Ongoing	Increased awareness of different communities shown in PSHE assessments