Equality Policy Action Plan

Autumn Term 2017

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| **Equality**  **Strand** | **Action** | **How will the impact of the action be monitored?** | **Who is responsible for implementing?** | **What are the time frames?** | **Success Indicators** |
| All | Ensure all staff, Academy Advisory Committee and parents are aware of the school’s Equality Policy and Plan  Publish and promote the Equality Plan through the school website, newsletter, INSET.  Annual survey to parents and pupils will include questions relating to equality.  Equality Survey t parents and pupils, staff and Academy Advisory Committee will be undertaken in Autumn 2017 to inform review of Policy. | Question parent awareness of Equality Scheme in Annual Survey | Associate Principal | Ongoing  Annual Parent Questionnaire | Staff are familiar with the principles of the Equality Policy and Plan and use them when planning lessons, creating classroom displays.  Parents and Academy Advisory Committee are aware of the Equality Policy and Plan |
| All | Monitor and analyse pupil achievement and attendance data by disadvantage, race, gender and disability, and act on any trends or patterns in th data that require additional support for pupils. | Achievement and attendance data analysed by disadvantage, race, gender and disability | Associate Principal/Academy Advisory Committee | Ongoing | Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups. |
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| All | Ensure that the curriculum promotes role models and heroes that young people positively identify with, and which reflect the school’s diversity in terms of race, gender and disability | Increase in pupil participation, confidence and positive identity – monitor through PSHE/Whole School and Phase assemblies | Associate Principal/Vice Principal through long-term theme planning | Ongoing | Diversity is reflected in school displays across all year groups |
| All | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender, for example Diwali, Eid, Black History Month, One World Week | Monitoring of reported incidents of bullying and harassment | Vice Principal/Senior Leadership Team | Ongoing | Increased awareness of different communities and issues relating to race, disability, religion and gender shown in PSHE/Whole School and Phase assemblies |
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, for example through involvement in the Children’s Council by election, class assemblies, fund raising etc.  Increase the positions of responsibility open to pupils | Children’s Council representation monitored by race, gender, disability | Senior Leadership Team | Ongoing | More opportunities are available for children to support the work and life of the school |
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| All | Ensure staff, pupils, parents and carers continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, Children’s Council meetings, Parents’ Evenings/Consultations etc | Analysis of surveys and other feedback | Associate Principal/Academy Advisory Committee | Ongoing | Equality Policy reflects the views of all key stakeholder groups |
| All | Embed a culture and attitude where use of discriminatory language is challenged | Associate Principal and all staff to review as part of regular weekly staff meeting agenda and follow up with direct action | Class teachers/Associate Principal/Teaching Assistants/Support Staff | Ongoing | Staff challenge any use of discriminatory language. |
| Race Equality  Duty | Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Academy Advisory Committee/Local Authority on a termly basis. | Associate Principal/Academy Advisory Committee will use the data to assess the impact of the school’s response to incidents ie; have whole school/year group approaches leading to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | Associate Principal/ Business Manager/Academy Advisory Committee | Reporting: December, April, July | Staff respond to any racist incident.  Consistent nil reporting is challenged by the Academy Advisory Committeee |
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| Disability Equality Duty | Ensure disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies; after-school clubs | Increase in pupil participation, confidence and positive identity – monitor through PSHE/Whole School and Phase assemblies, provision mapping and after school club monitoring | Associate Principal/SENCO/Inclusion Lead/Pastoral Support Worker/Curriculum Enhancement Leader | Ongoing | Improved outcomes for disabled children, and those with SEN or identified as vulnerable |
| Gender Equality Duty | Monitor take up by girls and boys of after-school clubs and activities | Any gender imbalance in participation in after-school activities is identified and addressed | Curriculum Enhancement Leader | Ongoing | Both boys and girls take up after-school clubs and activities |