

Appendix 1 Equality Action Plan

Relevant Duty	What the duty requires us to do.	What will happen	Who will do it	How long will it take	Outcome
Race Disability Gender Cohesion	Support the development of equality of opportunity for: <ul style="list-style-type: none"> ▪ All racial groups ▪ Disabled persons ▪ Women and men ▪ Girls and boys whether as pupils, staff or a part of the wider school community.	Use tracking system to monitor progress of groups in school.	Leadership team with class teachers through progress meetings	Termly	Identify specific action to raise attainment of underachieving
Race Disability Gender Cohesion	Eliminate racial, disability related or gender harassment for all pupils, staff and the wider school community.	Use of LA and school monitoring of all racial and bullying incidents, and subsequent action taken	Leadership All staff have responsibility	Ongoing	Identify specific incidents and support vulnerable groups and individuals
Gender	Prioritise and implement gender equality objectives.	Use STAT online to analyse outcomes for pupils	Leadership	Annual analysis of STAT online. Ongoing tracking of pupil progress	Class profiles and intervention mapping. Identify support for underachieving groups. Teacher planning identifies appropriate methods and strategies for groups
Disability Cohesion	Develop positive attitudes to disability (pupils, staff and the wider school community).	Use positive role models and materials to promote positive attitudes towards disability	SMT	Ongoing programme will be appropriate to the use and developmental needs of pupils	Ongoing programme of visits / assemblies by role models
Race Cohesion	Support the development of good relations between different ethnic groups which includes a shared sense of belonging for all racial groups.	Use of assembly to increase profile of a variety of cultural and ethnic groups	Leadership	Ongoing programme appropriate to age of pupils	Increase understanding of different ethnic and cultural groups

Disabled Cohesion	Encourage participation by disabled people in the whole school community.	School has addressed access issues for disabled people, including toilet access, parking and ramps	Headteacher / governors	Ongoing programme	Improved accessibility for and awareness of needs of disabled people
Race Disability Gender Cohesion	<p>Monitor our policies and practice, for example:</p> <ul style="list-style-type: none"> ▪ School workforce profile by ethnicity, disability and gender ▪ Pupil Attainment by race disability and gender ▪ Racial incidents 	<p>Continue to promote appointments and promotions relating to ethnicity, disability and gender.</p> <p>Use STAT online and pupil trackers to analyse outcomes by ethnicity, disability and gender.</p> <p>Use LEA guidelines and systems to record and monitor racial incidents.</p> <p>When policies are reviewed, they will include ethnicity, disability and gender issues.</p>	<p>Headteacher and governors</p> <p>Leadership team</p> <p>M. Pont and T. Wilson</p> <p>Coordinators</p>	<p>Ongoing</p> <p>Termly</p> <p>Termly through HT report to governors</p> <p>As needed</p>	<p>Ongoing evaluation of effectiveness of recruitment process.</p> <p>Identify required actions to raise achievements of under achieving groups</p> <p>SEALs planning and planning linked to wider curriculum raises awareness of equality issues.</p>
Disability Cohesion	<p>Take disability into account, for example:</p> <ul style="list-style-type: none"> • Providing educational Opportunities • Raising attainment • Reducing exclusion • Participation in school trips • Participation in all the school activities and services • Pupils in position of Responsibility 	<p>Monitor participation in all school activities and services including school trips and adapt as necessary.</p> <p>Ongoing training for staff linked to challenging needs of disabled pupils.</p> <p>Representatives on Pupil Voice</p>	<p>Leadership team SMT All staff to make necessary adjustments</p>	<p>Up date as needs of pupils change.</p>	<p>Implement any identified changes required.</p>

Race Disability Gender	Assess the impact of our policies on: <ul style="list-style-type: none"> ▪ All racial groups ▪ Disabled persons ▪ Women and men ▪ Girls and boys whether as pupils, staff or a part of the wider school community.	Seek views of stakeholders through use of questionnaires	S. Whittaker	Termly through HT report to governors	Update relevant policy and planning in line with findings
Race Disability Gender	Gather and use information on: <ul style="list-style-type: none"> ▪ All racial groups ▪ Disabled persons ▪ Women and men ▪ Girls and boys whether as pupils, staff or a part of the wider school community.	Include specific questions relating to disability, race and culture when inducting new pupils, parents and staff.	E. Shepherd & D. Sherwin	On going	Ensure class-based staff and SEND coordinator fully informed of needs of new children
Race Disability Gender	Train and develop our staff on racial, disability and gender equality.	Share equalities policy with whole staff	C. Chappell	Staff meeting time	Staff fully involved with equality scheme implementation
Race Disability Gender	Provide an Annual Report of progress on racial, disability and gender equality and carry out a 3 yearly review.	S. Whittaker and C. Chappell to report to governors	S. Whittaker C. Chappell	HT report to governors and attending governors meetings	Agree actions linked to any issues raised and up to date action plan