**Equalities Action Plan : 2016 17 (**including **gender, disability, race, community cohesion)**

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| **Priority** | **Action Required** | **Success Criteria** | **Timescale** | **Responsible Person (s)** | **Evaluation/** |
| **Data gathering-** | | | | | |
| 1 all | Ongoing analysis of data by gender, disability, race- including analysis of specific groups and effect of interventions/ initiatives- including evaluation of admissions, attendance, racist incidents, exclusions, clubs, recruitment, gov body representation, parental involvement | Clear where needs are arising | Ongoing | HT/SENCO | Gaps closed in performance for less advantaged groups/SEN |
| **Policy and Practice** | | | | | |
| 1 gender, PP | Implement new behaviour policy and practice. Possible Video to accompany new practice | More educational, inclusive, less judgemental approach | INSET Sept 16 intro | SB, NM  SLT | Hs Captains – ongoing survey pupils and parents throughout |
| 1 gender | Bullying education to include more explicit reference/ teaching about homophobia, gender based; tied into British Values | All pupils understand bullying and what to do if occurs. | Spr 17 | HT/ Pastoral manager/ | -Eval behave records/ pupil interviews—to see knowl and awareness increased |
| 1 EAL | Raise profile of good EAL practice- given rising profile Staff meeting re EAL// review of EAL policy; link to greater exposure to wider cultures | Good practice identified across school | Spr 17 | SENCO/ HT | Sharing of practice in staff meeting |
| 2 all | All key policies include reviewed ref to equalities | See policies | Spr 17 | HT | Review of policies ongoing |
| **Attainment and Achievement** | | | | | |
| 1 PP/SEN/disability | Improve teaching of maths for SEN/PP- in partic use of concrete resources/ consistency of methodology-  -see maths/ Engl Sdp- incl use formative intervention | --continue to close the gap re attainment scores as well as progress scores | Aut 16 on | WS | Progress review across year// SATS results improve |
| 1 PP/SEN/disability | Formative intervention by PP teachers in KS2 to ensure intervention in context of and supporting quality first teaching.  See Maths/ Engl Sdp | ----continue to close the gap re attainment scores as well as progress scores | Ongoing  SENCO | SENCO/ NM | - Progress review across year// SATS results continue to improve |
| PP/G&T | Target activities to raise attainment of most able | Improved SATs and other outcomes | Ongoing | CTs/NM/SENCO | Progress reviews/ SATs results |
| **Opportunities & Experiences** | | | | | |
| 1 gender | Balanced levels of clubs for girls  House matches for all pupils  PTA sports committee supporting | House Sports ensures competitive sports for all children | Aut 16 on | NM/GR/ HH | Parent/ pupil survey  Analysis of clubs offered |
| 1 gender | Install Muga with sports funding to extend further still possibilities for sports at lunchtime/ lesson time- boys to be able to play physically but supervised so safe. | Sport coord at lunchtime- incl rugby, bulldog, - rota | Aut 16 | NM/ RJ/RB | -Behaviour tracking |
| 2 gender | Embed opportunities for all pupils to make a positive contribution to the life of the school.  All KS2 into committees  House captains interviewed not elected | Pupil involvement in sch council, committees, clubs-  Positions of responsibility | Ongoing | NM | -Pupil evaluations of their involvement – triple A award introduced |
| 2 cohesion | Embed links with/ visitors in and yearly visits to a range of places of worship incl. main relig rep in school and community | Visits to temple, mosque, churches | Aut 16 on | RE lead/CTs | Evaluate visits out/ festivals covered in school |
| 2 cohesion | Develop and celebrate local and international links both visually and in practise | Links committee links to Tanzania/ Gloucs; Displays used | Aut 16 on | CW/JA | Committee minutes; Active display |
| 2 cohesion | Develop better involvement in Black History Month- | Visitors in- more involvement by classes during curric time | Aut 16 | NM | More awareness re racism and why we take so seriously. |
| 3 cohesion | Ensure different festivals celebrated in school | Festivals detailed on school calendar/ assembly cycle- resources purchased | Aut 16 | NM | Divali  Eid  Chinese New Year |
| **Communication** | | | | | |
| 1 general | Publish and promote equality plan through website, staff meetings and letter home annually | Positive response by parents re awareness of equalities plan and progress with | Ongoing- yearly letter | NM | Governors evaluate progress ongoing |
| 2 accessibility | Adaptation of correspondence to meet disabled parents/carers needs– email, website, telephone, school visits to acquaint people with disabled facilities | Active voice, clear font, large print, staff support parents to access written info and complete forms  Parents of EAL children to be spoken to individually with translator if necessary | Ongoing | Office | -work on website- incl all letters/ clarity  Increased inclusion of disabled parents/carers and other visitors in the life of the school |
|  | Re-compile database of disabled parents/carers. This will be achieved by articles in newsletter, prospectus, modification of student data form | The school knows the range of disabilities of parents and can then begin to address | Spring 17 | Admin | -Reluctance of parents to let us know their needs- ensure part of initial info given |
| **Resources** | | | | | |
| 1 accessibility | School to employ consultants to conduct full accessibility survey | Long term plan informed to work tow grter accessibility | Aut 16 (DGAT) |  |  |
| 1 accessibility | School to continue to use supportive equipment such as numicon for maths, talking text for English etc. | Yearly sch better equipped  Also to make publically available ramps and to plan to increase stock of-  a/ pupil chairs with arms  b/ writing boards  b/ washroom taps with levers  c/ large computer screens | Ongoing | £500 yrly | Chair wedges, writing boards, Nessie prog, auditory amplifier all purchased |