

Equalities Action Plan : 2018 19 (including gender, disability, race, community cohesion)

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
	CPoms—progr installed	Clear records/ reports- whole child	Spr 19	SENCO	
Policy and Practice					
1 gender, PP	Implement new relationships policy and	Improved learning attitudes—see	INSET Sept 18 intro	NM SLT, KA	Tracking of behaviours

	practice.	tracking			
1 gender	Bullying education to include more explicit reference/ teaching about homophobia, gender based;	All pupils understand bullying and what to do if occurs.	Spr 19	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 19	SENCO/ HT	Sharing of practice in staff meeting
2 all	All key policies include reviewed ref to equalities	See policies	Aut 19	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	--continue to close the gap re attainment scores as well	Aut 18 on	Maths team	Progress review across year// SATS results

	methodology-	as progress scores			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	Target activities to raise attainment of prev high attaining	Improved SATs and other outcomes	Ongoing	CTs/NM/SENCO	Progress reviews/ SATs results
Opportunities & Experiences					
1 gender	Balanced levels of clubs for girls	Competitive sports for all children	Aut 18 on	NM/GR/ HH	Parent/ pupil survey Analysis of clubs offered
1 gender	Install yoga centre		Spr 20	NM	Mental health /wellbeing surveys

2 gender	<p>Embed opportunities for <u>all</u> pupils to make a positive contribution to the life of the school.</p> <p>All KS2 into committees</p> <p>House captains interviewed not elected</p>	<p>Pupil involvement in sch council, committees, clubs-</p> <p>Positions of responsibility</p>	Ongoing	NM	-Pupil evaluations of their involvement –
2 cohesion	<p>Embed links with/ visitors in and yearly visits to a range of places of worship incl. main relig rep in school and community</p>	<p>Visits to temple, mosque, churches</p>	Aut 18 on	RE lead/CTs	Evaluate visits out/ festivals covered in school
2 cohesion	<p>Develop and celebrate local and international links both visually and in practise</p>	<p>Links committee links to Tanzania/ Gloucs; Displays used</p>	Aut 18 on	CW/JA	Committee minutes; Active display
2 cohesion	<p>Develop better involvement in Black</p>	<p>Visitors in-more involvement by</p>	Aut 18	NM	More awareness re racism and why we

	History Month-	classes during curric time			take so seriously.
3 cohesion	Ensure different festivals celebrated in school	Festivals detailed on school calendar/ assembly cycle- resources purchased	Aut 18	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,	Active voice, clear font, large print, staff support parents	Ongoing	Office	-work on website- incl all letters/ clarity

	telephone, school visits to acquaint people with disabled facilities	to access written info and complete forms Parents of EAL children to be spoken to individually with translator if necessary			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 19	Admin	-Reluctance of parents to let us know their needs-ensure part of initial info given
Resources					
1 accessibility	School to continue to use supportive equipment	Yearly sch	Ongoing	£500 yrly	Chair wedges, writing boards,

	such as numicon for maths, talking text for English etc.	<p>better equipped</p> <p>Also to make publically available ramps and to plan to increase stock of-</p> <p>a/ pupil chairs with arms</p> <p>b/ writing boards</p> <p>b/ washroom taps with levers</p> <p>c/ large computer screens</p>			Nessie prog, auditory amplifier all purchased
	Key staff trained in manual handling		Aut 18	CW	

	Staff trained in Makaton		Aut 19	CW	
Environment					
accessibility	New hygiene room installed		Aut 18	NM	LA funded
	Ramps installed		Spr 20	NM	100k approx.— grants bid for
	Lift --- work toward replacement		Spr 20	NM	
	Access to front entrance	Front door bell at height reasonable	Spr 19	NM	
	Furniture in reception area	Seats with arms and without in front entrance	ongoing	NM	

