

Equalities Plan : 2021 22

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)	Evaluation/
Data gathering-					
All	Ongoing evaluation of data by gender, disability, race- eg of admissions, attendance, racist incidents, exclusions, clubs, recruitment, gov body representation, parental involvement	Clear where needs are arising Gaps closed in performance	Ongoing	HT/SENCO	
	CPoms- continue to develop use of to ensure rounded understanding of child needs	Tight communic re pupils leading to effective next steps	Aut 21	SENCO	
Policy and Practice					
All	Continue to implement Relationships Policy- non behaviourist approach	Pupils dealt with as equals- self value	Aut 21 on	NM	
All, (PP) Relationships	Relationships: Looking to ensure more vulnerable pupils 'start well' -this to level playing field	Minchkins as of June Freddie Freezer larder in front entrance area//	Sum 21	NM KB	

	Further devtpt of restorative practice as part of relationships policy and practice. (LAW 10 06 21): Response to Covid - focus is on coaching/ restoring as opposed to discipline.	Pupils feel listened to/ valued	Aut 21	Work with restorative practice team	
	Devtp of restorative circles - staff and pupils alike	Staff and pupils feel listened to/ valued	Aut 21	NM training in rest circles //wrk with Rest Pract team	
Gender	In line with new PSHE, bullying education to include more explicit reference/ teaching about homophobia, gender based; peer to peer at apprpr level	All pupils understand bullying and what to do if occurs -Pupil voice in safeguarding interviews—to see knowl and awareness increased	Spr 22	HT/ Pastoral manager/	
EAL	Raise profile of good EAL practice - Staff training re EAL	Good practice identified across school	Spr 22	SENCO/ HT	Sharing of practice in staff meeting
All	All key policies and vision include reviewed ref to equalities	See policies	Sum 22	HT	Review of policies ongoing
Attainment and Achievement					

PP/SEN/disability Learning support	Reading: Improve diagnostic assess of reading and provide targeted support/// profile maintained:	Better targeted support for less experienced readers/ earlier intervention --continue to close the gap re attainment scores as well as progress scores	Aut 20 on	Engl team	Progress review across year// SATS results
	Improve teaching of maths for SEN/PP- in partic use of concrete resources/ consistency of methodology-	--continue to close the gap re attainment scores as well as progress scores	Aut 20 on	Maths leads	
Vocabulary	Establish and embed vocab practice Spelling- training- CLPE-	Learning of vuln pupils better scaffolded	Aut 21	Engl leads	
Curriculum design	Curriculum: Develop core threads- including units based on interests of vulnerable learners and outcomes that include element of social action, good for lending agency to vulnerable learners.	Engagement in curric by vuln lnrners	Aut 21	DepH	Interviews of vuln learners
Opportunities & Experiences					
Gender	Balanced opps for both sexes	Competitive sports for all children- see Sprts Gr	Aut 21 on	NM/GR/ HH	Parent/ pupil survey Analysis of clubs offered

All	Mindfulness for all-		Spr 20	NM	Mental health /wellbeing surveys
Gender	Embed opportunities for <u>all</u> pupils to make a positive contribution to the life of the school. All KS2 into committees Vuln pupils as reading and behaviour mentors	Pupil involvement in sch council, committees, clubs- Positions of responsibility	Ongoing	NM	-Pupil evaluations of their involvement –
	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 21 on	RE lead/CTs	Evaluate visits out/ festivals covered in school
	Develop and celebrate local and international links both visually and in practise- see appreciating difference thread	Appreciating difference Committee	Aut 21	CW/JA	Committee minutes; Active display
	Develop better diversity in books provision	Visitors in- more involvement by classes during curric time	Spr 22	NM	Appreciation of difference & awareness re prejudice/ racism
	Ensure different festivals celebrated in school	Festivals detailed on school calendar/ assembly cycle- resources purchased	Aut 21	NM	Divali Eid Chinese New Year

Communication					
	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
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 21	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 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-	Ongoing	£500 yrly	Chair wedges, writing boards, Nessie prog, auditory amplifier all purchased

		a/ pupil chairs with arms b/ writing boards b/ washroom taps with levers c/ large computer screens			
	Key staff trained in Team teach		Sum 21	CW	
Environment					
Accessibility	Widening of path past Royal and ramp gradient changed as drainage wrks done		Sum 21	AB	DGAT wrks
	Path up to field as part of drainage works		Sum 21	AB	
	Lift --- work toward replacement		Spr 21	AB	
	Access to front entrance	Front door bell at height reasonable	Spr 19	AB	
	Furniture in reception area	Seats with arms and without in front entrance	ongoing	NM	

