

Equality Action Plan

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	<p>Ensure all staff, governors and parents are aware of the Schools Equality Policy and Plan</p> <p>Publish and promote the Equality Plan through the school website, newsletters and staff meetings</p> <p>Annual survey to parents and pupils will include questions relating to equality</p>	Question about parent awareness of Equality scheme in annual survey	HT / DHT / SENDCo	<p>Ongoing</p> <p>Annual parent questionnaire</p>	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons etc.</p> <p>Parents and Governors are aware of the Equality Plan</p>
All	<p>Monitor and analyse pupil achievement and attendance data by disadvantage, race, gender and disability, and act on any trends or patterns in the data that require additional support for pupils</p> <p>Analysed data to be shared and discussed with Governors</p> <p>Action planning identified through the SDP to take steps to close the gaps between specific groups and their peers</p>	Achievement and attendance data analysed by protected characteristics	HT	Ongoing	Analysis of teacher assessment and annual data demonstrates the gap is narrowing for equality groups
All	<p>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</p> <p>Ensure books in the library represent diversity within the UK and the world</p>	<p>Increase in pupil participation, confidence and positive identify through PSHCE and Circle Time</p> <p>Monitoring of the library stock</p>	<p>HT / DHT through long term theme planning</p> <p>English co-ordinator through monitoring of library stock</p>	Ongoing	<p>Diversity is reflected through planning and teaching and displays around school</p> <p>Children are able to read books which represent the diversity within the school community</p>
All	<p>Celebrate cultural events through the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender, for example Diwali, Eid, Passover etc</p> <p>Provide opportunities for pupils to visit places of worship, or use virtual tours where necessary</p>	<p>Assembly rotas</p> <p>Educational visits planning</p>	RE/PSHE co-ordinator	Ongoing	<p>Children have a growing awareness of events in world cultures and religions</p> <p>Children have the opportunity to visit (real or virtual) places of worship whilst at Bure Park</p>
All	Ensure all pupils and staff are given the	Buddies monitored by race, gender	Buddies Chair / HT	Ongoing	Equal opportunities are

	opportunity to make a positive contribution to the life of the school, for example through the involvement in Buddies, Sports Council, assemblies, fund raising etc.	and disability			available for children to support the work and life of the school
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, Buddies meetings, parent consultations etc	Analysis of feedback	HT / Governing Body	Ongoing	Equality Policy reflects the views of all key stakeholder groups
All	Embed a culture and attitude where use of discriminatory language is challenged	SLT and all staff to review as part of meetings and follow up with direct action	All staff	Ongoing	Staff challenge any use of discriminatory language
Race equality duty	Identify, respond and report racist incidents as outlined in the plan. Report figures to the Governing Body and the LA	The HT and SLT will use the data to assess the impact of the school's response to incidents	HT and SLT	Ongoing	Staff respond to any racist incident Consistent reporting
Disability equality duty	Ensure disabled children can take part in all aspects of the curriculum, including education visits, lunchtime activities, PE, assemblies and after school clubs Regular staff training includes PE training for disabled pupils	Access to the curriculum is inclusive of all pupils, whatever their disability Specific training to have taken place for staff supporting disabled pupils (and for all staff as is reasonable)	SENDCo/HT/PE Co-ordinator	Ongoing	Disabled pupils are able to access all parts of the school day and the school curriculum Staff are well equipped through appropriate training to support disabled pupils
Disability equality duty	Ensure site access is appropriate for pupils or staff with a disability	Areas of school which disabled pupils used are modified to meet their needs under guidance from the Occupational Therapist and the SENSS PD specialist teacher	SENDCo/HT	Ongoing	Child is able to access all areas of the school they need to access safely. This will include toilet provision for the pupils who are disabled
Gender equality duty	Monitor take up by girls and boys of after-school clubs and activities; also take up by children with SEND and those for whom they school receives the PPG	Any imbalance in participation in after school activities is identified and addressed	HT/SENDCo/PE Co-ordinator	Ongoing	Pupils attend clubs from a range of the protected characteristic groups
All	To review all policies on a rolling programme to ensure they meet the updated Equality Plan	All policies will reflect the updated Equality Policy and Plan	HT	Annually	A whole school list of statutory and non-statutory policies with review dates is collated All policies, once reviewed, will meet the aims of the Equality Policy