

## 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	<p>Support the development of equality of opportunity for</p> <ul style="list-style-type: none"> <li>All racial groups</li> <li>Disabled persons</li> <li>Women and men</li> <li>Girls and boys</li> </ul> <p>Whether as pupils, staff or a part of the wider community.</p>	<p>Use tracking system to monitor progress of groups in school.</p> <p>Personalised learning for all children.</p>	Leadership team with class teachers through progress meetings.	Termly	<p>Specific actions identified to raise attainment of underachieving pupils and/or groups.</p> <p>Reduction of incidents</p>
Race Disability Gender Cohesion	Eliminate racial, disability related or gender harassment for all pupils, staff and the wider school community.	Investigate any reported discriminatory incidents swiftly and with dignity and respect for both parties. Provide training on the single equality scheme for all staff and governors. Subsequent action taken accordingly.	Leadership. All staff have responsibility.	Ongoing	Implement support for vulnerable groups and individuals.
Gender	Prioritise and implement gender equality objectives.	Use Tracker+ to analyse outcomes for pupils.	Leadership	Ongoing tracking of pupils progress reported by staff on a termly basis. Termly analysis of data/outcomes	Termly provision mapping. Identify support for underachieving groups. Teacher planning identifies appropriate

					methods and strategies for groups.
<b>Disability Cohesion</b>	Develop positive attitudes to disability (pupils, staff and the wider school community).	Use positive role models and materials to promote positive attitudes towards disability.	SLT All staff Family of Schools	Ongoing programme will be appropriate to the use and developmental needs of pupils – review annually.	Ongoing programme of visits / assemblies by role models. Resources relating to disability will be visible around school to promote positive attitudes.
<b>Race Cohesion</b>	Support the development of good relations between different ethnic groups which includes a shared sense of belonging for all racial groups.	Assemblies Multicultural aspects of the curriculum. Focus activities / days / weeks. Celebrating cultural diversity events. Playground activities / structured play times.	All staff	Ongoing programme appropriate to age of pupils	Increase understanding of different ethnic and cultural groups will promote better relations and shared play experiences.
<b>Disabled Cohesion</b>	Encourage participation by disabled people in the whole school community.	When advertising events ensure that people with a disability are aware they will be catered for wherever possible. Encourage people with a disability to be proactive in the life of the school.	Governors Heads and SLT	Ongoing programme	People with a disability will be confident their needs will be met. People with a disability will be more involved in the life of the school.
<b>Race Disability Gender Cohesion</b>	Monitor our policies and practice, for example: <ul style="list-style-type: none"> <li>School Workforce profile by ethnicity, disability and gender</li> <li>Pupil attainment by race disability and gender</li> <li>Racial incidents</li> </ul>	Continue to promote appointments and promotions relating to ethnicity, disability and gender.  Use tracker+ to analyse outcomes by ethnicity, disability and gender.	Headteacher and Governors  Leadership team	Ongoing  Termly	Ongoing evaluation of effectiveness of recruitment process.  Identify required actions to raise achievements of under achieving groups.

		Record and monitor racial incidents.	Leadership Team	Termly through HT report to Govs	Reduction in the number of incidents
<b>Disability Cohesion</b>	<p>Take disability into account, for example:</p> <ul style="list-style-type: none"> <li>• Providing educational opportunities.</li> <li>• Raising attainment.</li> <li>• Reducing exclusion.</li> <li>• Participation in school trips.</li> <li>• Participation in all the school activities and services.</li> <li>• Pupils in position of responsibility.</li> </ul>	<p>Monitor participation in all school activities and services including school visits 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>Take advice on all actions including disability regarding exclusions and trips and the recording of these.</p>	<p>Leadership team SLT</p> <p>All staff to make necessary adjustments.</p>	<p>Ongoing and as and when required.</p>	<p>All children will access all school activities. Staff will be confident in meeting the needs of all pupils.</p> <p>Issues related to disability and access issues will be assessed and support provided to the best of our ability.</p>
<b>Race Disability Gender</b>	<p>Assess the impact of our policies on:</p> <ul style="list-style-type: none"> <li>• All racial groups</li> <li>• Disabled persons</li> <li>• Women and men</li> <li>• Girls and boys</li> </ul> <p>Whether as pupils, staff or a part of the wider school community.</p>	<p>Seek views of stakeholders through use of questionnaires, consultation events and SEN reviews.</p>	<p>Leadership Team SENCO</p>	<p>Termly through HT report to governors. Termly SEN reviews.</p>	<p>Policies and practice will be updated to reflect the view of others.</p>

<b>Race Disability Gender</b>	<p>Gather and use information on:</p> <ul style="list-style-type: none"> <li>• All racial groups</li> <li>• Disabled persons</li> <li>• Women and men</li> <li>• Girls and boys</li> </ul> <p>Whether as pupils, staff or a part of the wider school community.</p>	<p>Use targeted questioning relating to disability, race and culture when inducting new pupils, parents and staff.</p> <p>Use questionnaires to establish views of all groups in the school community and analyse responses.</p>	<p>Leadership team. Attendance officer</p>	<p>Annually</p>	<p>School staff and SEND coordinator fully informed of needs of new children.</p> <p>Priorities identified to feed into future school policies / events.</p>
<b>Race Disability Gender</b>	<p>Train and develop our staff on racial, disability and gender equality.</p>	<p>Share equalities policy with whole staff.</p>	<p>Head of School Inclusion Asst Head</p>	<p>Annually</p>	<p>Staff fully involved with equality scheme implementation.</p>
<b>Race Disability Gender</b>	<p>Provide an annual report of progress on racial disability and gender equality and carry out a 3 yearly review.</p>	<p>Annual report to governors through Headteacher report.</p>	<p>Headteacher</p>	<p>Annually</p>	<p>Governors well informed and action plan updated accordingly.</p>