



**Equality Scheme
December 2015 - 2018**

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Undertake an annual impact assessment of equality scheme and report outcomes to all stakeholders	Impact assessment completed and analysed and analysis shared	SENDCo	July 2016	Impact assessment planned, organised and implemented
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings	Include questions about parent awareness of Equality Scheme in the annual parent survey	Headteacher/Designated Governor	May 2016 Immediately after Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays organising provision All stakeholders, including parents, are aware of the Equality Plan and the underlying principles
All	Monitor and analyse pupil achievement by race, gender, disability, pupil premium, service pupil, EAL and FSM and respond to any trends or patterns in the data	Achievement data analysed by the identified equality groups	Headteacher/Governing Body	Termly at PPMs Report termly to FGB through HT report and SLT reports	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups

All	Ensure that displays/resources and learning environments in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect the school's diversity in terms of race, gender and disability	Increase in pupil understanding, awareness and positive identity – monitor through PSHCE curriculum	Headteacher and curriculum leaders through monitoring of teaching and learning in their subjects and analysing outcomes for pupils	Ongoing	More diversity reflected in school displays/resources and learning environments across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school	School council representation monitored by equality groups	Learning Mentor leading on school council	July 2016	Increased diversity in school council membership
All	Continue to replenish library resources addressing a range of issues involving the equalities groups	Library audit	ESL	July 2016	Improved access to a range of texts and resources that promote positive role model across the equalities groups
All	Review and develop the curriculum for PSHCE.	PSHCE subject leader through monitoring of teaching and	PSHCE Leader	July 2016	PSHCE curriculum and resources revised with

		learning and analysis of pupil outcomes			appropriate professionals
Prejudice based incidents and hate crimes	Continue to identify, respond and report racist, homophobic and other bullying incidents. Report any incidents to the Governing Body/Local Authority as and when they occur.	The Headteacher/Governing Body will use the data to assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher/Governing Body	Reporting: Termly Headteacher's report to FGB	Teaching staff are aware of and respond to prejudice based incidents and hate crimes appropriately Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Subject Leaders to analyse achievement data including the statutory assessments and EYFS outcomes to identify any gender gaps in attainment and progress. Narrowing the gap targets to be set and appropriate strategies identified	By class teachers and reported to SLT through termly PPMs Subject leader reports to governors	Headteacher and subject leaders	Termly	Progress and attainment will be similar for boys and girls
Gender Equality Duty	To liaise with health, professionals, school partners and parents to review and develop the	Science subject leader through monitoring of teaching and learning and analysis of pupil outcomes	Science subject leader/PSHCE Leader	May 2016	Sex Education curriculum and resources revised with

	curriculum for Sex Education.				appropriate professionals
Disability Equality Duty	Improve access to School communication with leaflets/letters in accessible formats (increased font size/'talking' newsletters)	Through parent responses via questionnaires/parent consultation meetings	Admin Team	September 2016	Parents are aware of different ways in which communication could be received, greater uptake of newsletters in varying formats. All Foundation stage parents aware via induction process
Community cohesion i. Teaching, learning and the curriculum	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas	Evident in assembly themes Evident in PSHCE/RE planning PSHCE/RE monitoring	RE/PSHCE Leader	Ongoing	Increased awareness of different communities shown in RE/PSHE assessments
Community cohesion ii. Equity between groups in school, where appropriate	Monitor and analyse pupil achievement by race, gender, disability, pupil premium, FSM and service pupils and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by equalities groups	Headteacher/Governing Body	Termly at PPMs Report termly to FGB through HT report	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups

<p>iii. Community cohesion Engagement with people from different backgrounds, inc. extended services</p>	<p>Ensure the LTP and MTP for the foundation subjects include links with other countries/faiths</p>	<p>All Termly themes will have clearly defined strands to develop understanding of other countries/faiths/cultures</p>	<p>SLT</p>	<p>Termly</p>	<p>Children in all years from FS – Yr6 have an age appropriate understanding of the similarities and differences between the lives of children in other countries and their own The differences between other faiths and cultures is understood and celebrated</p>
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**This policy has been checked and approved by governors.
Last reviewed: December 2015
Next review due: December 2017**