| **Equality Strand** | **Action** | **How will the impact of the action be monitored?** | **Who is responsible for implementing?** | **What are the time frames?** | **Success Indicators** |
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| All | Ensure all staff, governors and parents are aware of the school’s Equality Policy & Plan.    Publish and promote the Equality Plan through the school website, newsletter and staff meetings.  Annual Survey to parents and pupils will include questions relating to equality.  Equality Survey to gain the views of pupils, parents, staff and governors will be undertaken in January 2018 to inform review of Policy. | Question about parent awareness of Equality Scheme in annual survey? | Headteacher | Ongoing  Annual Parent Questionnaire | Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents and governors are aware of the Equality Plan |
| All | 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.  Analyses to be shared and discussed with governors. | Achievement and attendance data analysed by disadvantage, race, gender and disability | Headteacher / Governing body | Ongoing | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups |
| All | 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. | Increase in pupil participation, confidence and positive identity – monitor through PSHE & Circle Time  Governor Ethos/participation Monitoring | Headteacher through long-term theme planning | Ongoing | Diversity is reflected in school displays across all year groups |

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| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, for example through involvement in the Children’s Council by election, class assemblies, fund raising etc.  Increase the positions of responsibility open to pupils. | Children’s Council representation monitored by race, gender, disability | Head teacher | Ongoing | More opportunities are 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, Children’s Council meeting, Parents’ Evenings etc. | Analysis of surveys and other feedback. | Headteacher/  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. | Headteacher and all staff to review as part of regular weekly staff meeting agenda and follow up with direct action. | Class teachers/ Headteacher | Ongoing | Staff challenge any use of discriminatory language. |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body / Local Authority on a termly basis. | 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 / Business Manager/ Governing body | Reporting: December, April, July | Staff respond to any racist incident.  Consistent nil reporting is challenged by the Governing Body |
| Disability Equality Duty | Ensure disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies; after- school clubs | Increase in pupil participation, confidence and positive identity – monitor through PSHE & Circle Time, provision mapping, and club monitoring. | Headteacher/SENC | ongoing | Improved outcomes for disabled children, and those with SEN or identified as vulnerable |
| Gender Equality Duty | Monitor take up by girls and boys of after-school clubs and activities. | Any gender imbalance in participation in after-school activities is identified and addressed. | Administrator/PE & Sports Co-ordinator | From Autumn 2018 | Both boys and girls take up after-school clubs and activities |