

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	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey. Regular agenda item at Staff meetings.	Headteacher	Publish on website by 6 th April 2012. Promote in first staff meeting and first parent newsletter after 6 th April 2012.	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan as evidenced by response to annual survey.
All	<i>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>Headteacher</i>	<i>Annually in Sept</i>	<i>Analysis of teacher assessments / annual data demonstrates any notable gap is narrowing for equality groups</i>
All	<i>Ensure all policies reflect the ethos of Equality Action Plan and refer to it in the linked document section.</i>	<i>Review recently approved policies</i>	<i>All Governors</i>	<i>Ongoing</i>	<i>Policies reflect and make reference to Equality Action Plan</i>
All	<i>Monitor and analyse the gifted and talented register by race, gender and disability. If not representative of the school population, identify whether any positive action is required.</i>	<i>Gifted and Talented register monitored by race, gender and disability</i>	<i>Senco</i>	<i>On review of the register every six months</i>	<i>Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity where appropriate.</i>
All	<i>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election, class assemblies, fund raising etc.</i>	<i>School council representation monitored by race, gender, disability</i>	<i>Deputy Head</i>	<i>From April 2012</i>	<i>All pupils involved in class assembly.</i>
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.	Headteacher / Governing body	Reporting: At every FGB	Teaching staff are aware of and respond to racist incidents Consistent nil

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		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?			reporting is challenged by the Governing Body
Gender Equality Duty	<i>Introduce initiatives to encourage pupils to take up sport outside the curriculum requirements. Ideas to be sought for possible clubs from under-representative groups. However, no clubs to be open to only one sex.</i>	<i>Increased participation in sports clubs and out of school sport activities</i>	<i>AH</i>	<i>Ongoing</i>	<i>More pupils take up after-school sports clubs</i>
Community cohesion	<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</i>	<i>PSHE assessments</i>	<i>Member of staff leading on PSHE</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in PSHE assessments</i>
Disability Equality Duty	<i>The school will ensure that disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;</i>	<i>Non-participation in any educational visit monitored</i>	<i>Headteacher</i>	<i>Ongoing</i>	<i>All pupils involved in class trips.</i>
All	<i>The school and Governors will ensure that staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents focus evenings etc.</i>	<i>Questions about Equality Scheme in annual survey. Proposed comment facility on website for school policies</i>	<i>Headteacher</i>	<i>Annual</i>	<i>Staff, parents and pupils are aware that their views will be taken into account when the scheme is reviewed.</i>
All	<i>The school will provide extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment</i>	<i>Changes to the annual Accessibility Plan as and when required. Monitoring and analysing the vulnerable children register</i>	<i>Accessibility Plan : IR and headteacher. Vulnerable children register: Headteacher</i>	<i>Ongoing and register every half term</i>	<i>Individual children no longer regarded as vulnerable.</i>

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<i>All</i>	<i>The school will provide additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);</i>	<i>Analysis of the vulnerable children register</i>	<i>Class teacher</i>	<i>Ongoing – every half term</i>	<i>Individual children no longer regarded as vulnerable.</i>
<i>Disability Equality Duty</i>	<i>On an individual basis, the school will provide additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).</i>	<i>Changes to the Accessibility Plan</i>	<i>IR and headteacher</i>	<i>Ongoing</i>	<i>Annual parent survey responses.</i>
<i>All</i>	<i>The school will promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.</i>	<i>Increase in pupil confidence monitored through circle time and PHSCE</i>	<i>Class teachers</i>	<i>Ongoing</i>	<i>More diversity reflected in school displays across all year groups</i>
<i>All</i>	<i>Establish profiles of both job applicants and prospective governors to identify if any positive action is required to attract applications from under-represented groups to try to reflect the diversity of the school community.</i>	<i>Monitoring of applications received</i>	<i>Chair of Governors and Headteacher.</i>	<i>Profiles to be prepared annually</i>	<i>Profiles match the diversity of the school community</i>
<i>All</i>	<i>The school will provide reasonable means for pupils to interact with people from different backgrounds and build positive relationships, including links with different schools and communities</i>	<i>Details of interaction provided by Headteacher as part of half termly report to Governors.</i>	<i>Headteacher</i>	<i>Ongoing</i>	<i>Pupils understand and value diversity, shared values and an awareness of human rights.</i>