



## **Inclusion, Equality and Diversity Action Plan 2015-2018**

### **Development of the Equality Action Plan**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' mornings, and parent-consultation meeting;
- Input from staff surveys or through staff meetings / training
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress or through mentoring and support;
- Feedback at Governor's meetings

### **Review of progress and impact**

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Inclusion, Equality, and Diversity Plan annually and review the entire policy and accompanying action plan on a three year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, children looked after, English as an additional language, disadvantage, and special educational needs and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### **Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the website;
- Raise awareness of the plan through the school's newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
All	Publish and promote the Inclusion, Equality and Diversity Plan through the website, newsletters, Governing Body meetings and staff meetings.	Question about parent/carer awareness of Equality through surveys Equality Plan shared and discussed at Staff meetings and Governing body meeting	DHT	Autumn2
All	Monitor and analyse pupil achievement by race, gender, disadvantaged pupils and SEND and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender, disadvantage and disability through Pupil Progress meetings, any trends to be acted on by teachers and SENDCO	All Staff / SENDCO/Governors	Every Term
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, disadvantaged pupils and SEND	Monitoring of classroom displays by PSHE Leader. Children to participate in displays through their work.	PSHE Leader	Ongoing
All	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 or co-option), class assemblies, fund raising etc	School council representation monitored by race, gender, EAL, disadvantaged pupils and SEND. Class assemblies on a rota and themes to be monitored by PSHE leader To ensure that all pupils are given the opportunity to make a positive contribution via School Council, Playground Buddies, Performances and fund raising etc	DHT Leader of school council PSHE Leader	Ongoing
All	That participation in extended school activities reflect the inclusion, equality and diversity of the school population	Monitor take up of clubs and extra support/resources required. To provide opportunities for all pupils to take part in extended school activities e.g. breakfast club, after school clubs and extra-curricular activities	HT/SENDCO	Ongoing

Race, Homophobic and bullying Equality Duty	Identify, respond and report racist, homophobic and bullying incidents Report the figures to the Governing Body/ Local Authority on a termly basis. Using Sentinel to monitor data. Specific staff have received training on using Sentinel	Data will be used 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?	HT/Governing Body	Reporting: December, April, July
Gender Equality Duty	To narrow any gaps in attainment between gender	Regular analysis of progress data Identify any trends within data during pupil progress meetings Action plan during pupil progress meetings to address and narrow any gaps	All Staff/ HT SENDCO	Ongoing
Disability Equality Duty	To provide Information that is accessible and easily understood by all	Information is written in easily understood language, eliminating unnecessary words and abbreviations School staff will support and help parents to access written information and complete forms Parents/carer of children with EAL to be spoken to individually if required and use a translator when necessary	All Staff/ SENCO	Ongoing
Disability Equality Duty	To ensure that lessons provide opportunities for all pupils to achieve	Lessons address a variety of learning styles and are differentiated appropriately. Children work in a range of ways - individuals, pairs, groups and whole class Specific staff training for support staff and teaching staff dealing with children with difficulties e.g. precision teaching Classroom layout is well organised and free from clutter – addressed in Non-negotiable monitoring	HT/LMT SENDCO/	Ongoing
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities Diwali, Eid, Christmas.	Assemblies, lessons and resources provide opportunities provided for children to learn about racial and cultural diversity other than their own	Member of staff leading on PSHE/ RE/ All Staff	Ongoing

All	To ensure all children and parent/carers have the opportunity to attend specific events and provide a teaching environment which is inclusive for everybody. Make links with the community to build on communication and relationships	Monitoring lessons and lesson plans, linking with the Attendance Officer, providing displays of key events which children can take part in, monitoring complaints or concerns from the community, providing a system for children to share their problems and ensuring they are followed up, feedback from pupils through Head Boy/Girl links , School Council meetings and assemblies	SENDCO/ Attendance officer	Ongoing
All	To monitor wider equality outcomes within key groups in terms of race, gender, disadvantaged pupils and SEND within the school through monitoring the wider equality outcomes of attendance, pupil profile, racist incidents, behaviour, attainment and attendance of clubs	HT/DHT responsible for monitoring key group data through pupil progress meetings, assessment data, behaviour and attendance reports and acting on any actions set for the academic year	HT/DHT	Ongoing
All	Identify, report and respond to any bullying incidents or concerns	Review of the anti-bullying policy to ensure the policy is up to date with current legislation.	HT/SENDCO	In line with policy cycle
All	Identify and monitor positive and negative behaviour against equality strands.	leadership team monitors both positive and negative behaviours Positive behaviour is identified by family points, stickers and certificates for good behaviours and work, good attendance rewards, ever green pencil rewards. Homework Club at lunchtime is for those children failing to do or hand in homework on time. Behaviour policy in place and procedures followed by every member of staff, 1:1 discussions with repeat offenders liaise with teachers, parent/carers and children	DH/LMT	Ongoing