

<p>Equality Strand</p> <p>R = Race D = Disability, G = Gender ,SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion</p>	<p>Action</p>	<p>How will the impact of the action be monitored?</p>	<p>Who is responsible for implementing?</p>	<p>What are the timeframes?</p>	<p>Early success indicators</p>
<p>G A R/B CC</p>	<p>Continue to have positive male role models in school</p>	<p>Encourage opportunities for male role models to volunteer in school .e.g Reading , tennis and football coaches.</p>	<p>All staff Miss Pack</p>	<p>Throughout the school year</p>	<p>Males working and supporting within the school.</p>
<p>All</p>	<p>Canvass opinions of parents about the school in order to help shape the school self- evaluation.</p>	<ul style="list-style-type: none"> • Questionnaires to all parents • Equality Committee • Parents in school for coffee and FOTS sessions 	<p>Mr James Governors</p>	<p>When annual questionnaires are sent out Parents' evenings Performances</p>	<p>Parents are giving their opinions and feel listened to.</p>

All	To develop a better understanding of how attendance impacts on the performance of different groups in the school	Attendance monitored on a weekly basis. Impact is monitored formally at PPR meetings 3 times per year	Mr James Mrs Pateman All Teaching Staff	Throughout the year	Attendance monitored on a weekly basis. Impact is monitored formally at PPR meetings 3 times per year
All	Develop charity involvement by the children – an awareness of helping and supporting others	Built into PSHE sessions Harvest Christmas Easter	All Staff School Council	Throughout the year	Children have an awareness of helping others – linked to the school Christian Values
All	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.	Achievement data analysed by race, gender and disability on a termly basis	Mr James / Governing body	December April July	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, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Humanities lead, included in lesson plans. Miss George	Sept 2017 – ongoing	Notable increase in participation and confidence of targeted groups.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity and diversity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Art Subject leader- Mrs Fowler	Ongoing	More diversity reflected in school displays across all year groups

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, disability School Council membership to change in terms 1 3 and 5	Member of staff leading on school council Mrs E Pateman and one member of the teaching staff each term.	From Sept 2017	More diversity in school council /house captain/ eco schools membership
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Policy. Report the figures to the Governing body / Local Authority on a termly basis.	The Mr James / 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?	Mr James / Governing body	Reporting: Autumn, Spring and Summer terms	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside classroom time, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities.	Miss F Pack and Class Teachers. Mrs S Branchett	Check each time there is a new club list.	More girls take up after-school sports clubs
Gender Equality Duty	Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.	Pupil interviews Data Lesson observations	Mrs A Watkin All class teachers	Look at the stories we are reading and promoting.	Boys are reading more books, attainment of boys reading increases
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities Mrs M ^c Intosh		More applications from disabled candidates to be School Governors

Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Lesson observations Worship observations	PSHE and Christian Distinctiveness coordinator Miss S Saunders All staff	Preparation for SIAMs support visit. INSET training 10/2/17	Increased awareness of different communities shown in PSHE assessments
Community cohesion	Celebrate Global Citizenship week in October 2017. Children to focus on Global topics of Art/Food/Recycling and Sustainability.	Lesson observations Photographs School Photo book made for the entrance hall.	Member of staff leading Global Citizenship week: Miss Jackson All teaching staff.	Global Citizenship 2017	All children learnt about the wider world and their responsibility to it.
All	To ensure parents have information regarding visits from specialist services. For class teachers to inform parents of any visits made by outside agencies To involve parents in the completion of the forms and review cycle.	Parents will be informed of visiting outside agencies. Parents invited to feedback sessions. Transition will be smooth for all children as staff and parents involved	Class teachers	Ongoing	To ensure parents have information regarding visits from specialist services.
All	To ensure that all parents can access school information Publish Single equality scheme, action plans and all relevant policies on line. Ensure that parents who have weak literacy skills are able to read the news letters	Ensure that School Website is up to Date Ensure all SEN information is easily accessible and in line with the New Code of Practice. Keep all SEN documentation up to date.	Website Manager: Mr I Ferguson Mr James Mrs Pateman	Ensure all parents from all cultures and communities are able to access all the information	To ensure that all parents can access school information