



Equality Action Plan – JANUARY 2015

RAG rated March 2016

Equality Strand	Action	How will the action be addressed?	Who is responsible for implementing?	What are the timeframes?	Early success indicators (impact)
All	1. Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Time given at staff meeting Action plan added to website and signposted in The Buzz	Headteacher / SLT	Summer Term 2015	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
All	2. 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	Headteacher / SLT MLT Governing body	Annually in Autumn term from end of year data.	Achievement data analysed by race, gender and disability
All	3. 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.	Spring term 2015 – foundation subject leads to annotate long term plans re race, gender and disability.	Foundation subject leads / SLT	July 2015	Notable increase in participation and confidence of targeted groups
All	4. Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Environment audits scheduled throughout the year for FS leaders, MLT and SLT. Termly	Subject leaders and SLT	Ongoing	More diversity reflected in school displays across all year groups
All	5. 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 All selections of children monitored for diversity	Headteacher All staff	Ongoing	Diversity in school council and all selected groups in school

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Race Equality Duty	6. Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body 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 / Governing body	Reporting termly	Teaching staff are aware of and respond to racist incidents SLT have overview of trends and patterns Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	7. Introduce initiative to encourage girls to take up sport/physical activity outside the curriculum requirements, including offering dance and gymnastics lessons and clubs, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and physical activities in breaks	PE leader PE Premium action	2014-5	More girls take up after-school sports clubs Pupil survey re physical games at breaks
Disability Equality Duty	8. The school will undertake reasonable adjustments to support applications for places for children with disabilities	Assess needs on an individual basis and work with the support of the Local Authority	HT IM	As required	That disabled children have access to the curriculum.
Community cohesion	9. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas and International Day.	Long term planning PSA events Assemblies Support for Muslim parent group in line with PSA	SLT	Ongoing	Increased awareness of different communities shown in monitoring and school events.
Community cohesion	10. Maintain high profile of diversity of languages spoken at Brackenbury	European Languages day Young Interpreters reading programme EYFS KS1 dual language library	MFL lead EAL co-ordinators	Ongoing	High profile of languages around the school
Community cohesion	11. Raise the profile of Global Citizenship	Assembly schedule Link Ethiopia International Award	DF	Ongoing	Increased awareness of global citizenship shown in monitoring

