

Equality Objectives Action Plan 2018 to 2022

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Successes – to be reviewed in April 2018 |
|--------------------|--|--|---|--------------------------|---|
| 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 | Local Governing body | Termly | |
| All | Ensure that the curriculum plan 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, aspirations and achievement levels | Subject leaders and class teachers, through long term, unit and lesson planning | Annually | |
| All | Ensure that displays and resources in classrooms and central areas promote diversity in terms of race, gender and ethnicity. | Increase in pupil participation, confidence and positive identity – monitor through PSHE, Learning Walks | SLT | 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/Safety Squad, community events, fund raising etc. | School Council representation monitored by race, gender, disability | SLT | Ongoing | |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Local Governing Body on a termly basis. | The Headteacher / Local 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 academy's response to both perpetrator and victim? | Headteacher / Local Governing Body | December, March, June | Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Local Governing Body |

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| Gender Equality Duty | <p>Introduce appropriately chosen sex and gender (LGBT) based resources and contexts in curriculum planning and learning, particularly through PSHE</p> <p>Implement Behaviour and Discipline and Anti-Bullying policies fully</p> | Monitoring LGBT issues and bullying reported | PSHE Lead | On going | <p>Staff are aware of and respond to homophobic language and incidents of homophobic bullying</p> <p>Consistent nil reporting is challenged by the Local Governing Body</p> |
| Disability Equality Duty | Evaluate individual needs and requirement for each individual pupil with disability and make necessary adjustments and changes to ensure full inclusion. Include actions required in School Focused Plans (SFP) and EHCP | Track and monitor attainment and progress of pupils with disability | Class teachers | On going | |
| Community cohesion | <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities, particularly those events reflective of the local community e.g. Diwali, Eid, Christmas.</p> <p>Plan termly to promote fundamental British values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> | PSHE assessments | PSHE Lead | <p>On going</p> <p>Each term at least one relevant record</p> | Greater focus on cultural events in assemblies |

