

Equality Plan 2020 - 2023

School Context (as of January 2020)

Ethnic Group	No. of Boys	No. of Girls	% Pupils		
White - British	97	85	62.1		
White and Asian			4.4		
Any Other Mixed Background			3.1		
Bangladeshi			0.3		
Any Other Black Background			2.0		
White and Black Caribbean			3.8		
Black - African			2.7		
Any Other White Background			7.2		
Any Other Asian Background			4.4		
Any Other Ethnic Group			3.4		
Pakistani			1.4		
Black Caribbean			2.4		
Information Not Yet Obtained			1.4		
White and Black African			0.7		
Refused			0.7		
All			151	142	100.0

White British and any other white background/refused/not obtained	71.4%
Not white British or any other white background	28.6%

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Progress towards objectives
Staff and governors to sign a document stating that they have read and understood the Equality Policy and Plan. Canvas views of parents through the Equality and Diversity parent Workshop.	Equality Governor to speak to staff to assess awareness of the plan's objectives. The Equality Plan is published and promoted through the school website, newsletter and staff meetings. Recognition of the need to actively promote equality and diversity in daily school life.	Headteacher	Feb 2020	Plan has been shared with all staff and governors and amended based on feedback.
To register and start the process of achieving The Bronze Equality Award for schools (https://www.equalitiesaward.co.uk/the-award) with the aim of achieving the Award early in the next academic year.	Completed Learning Walk with an assessor from the Equality Award scheme. Resulting actions included in this Equality Plan. Early "quick wins" identified from the assessment and completed. Planned steps towards achievement of the Award.	Headteacher/ Governing body	April 2020 October 2020	Registered and initial assessment completed March 2020.
Staff and governors to take part in Equality and Diversity training.	Staff report feeling more confident in managing incidents of racism. Staff can articulate the value of celebrating diversity and equality. Staff can articulate changes in their practice as a result of the training.	Headteacher	May 2020	Training complete January 2021

<p>Review and amend systems for managing racist incidents as part of the Behaviour Policy. Training and support for staff in following procedures.</p>	<p>Guidance for staff included in a revised Behaviour Policy. Pupils and parents feel that any racist incidents have been dealt with effectively by staff. Parents understand the procedures in place.</p>	<p>Senior Leadership Team</p>	<p>June 2020</p>	<p>Workshops for all Key Stage 2 pupils completed April 2020.</p>
<p>Continue to monitor and analyse pupil achievement by race, gender, SEN, Pupil Premium and act on any trends or patterns in the data that require additional support for pupils.</p>	<p>Use Target Tracker reports and continue to make them available to governors. Continue to identify gaps between groups in pupil progress review meetings and agree actions where appropriate. Snapshot data shared with parents. Actions identified where required to narrow any gaps in attainment and progress between groups in whole school data.</p>	<p>Deputy Headteacher/ Governing body</p>	<p>Termly</p>	
<p>Promote positive images which reflect diversity in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays.</p>	<p>Increase in pupil participation, confidence and positive identity – monitor through PSHE & Circle Time. Governor Ethos Monitoring Introduction of a new PSHE programme across the school. Whole school assemblies as part</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Staff training completed on new PSHE programme in place for Feb 2020 with 6 themes to be taught across the whole school at the same time, including “Being Me and My World” and “Celebrating Difference” for Sept-Dec 2020. These include whole school assemblies.</p>

	<p>of the PSHE programme include celebrating diversity and equality.</p> <p>Pupils can explain and describe activities which celebrate diversity and equality.</p> <p>Any purchase of new resources will be reviewed in the context of diversity and equality.</p>			
<p>Ensure that the curriculum promotes role models and heroes that young people positively identify with, and which reflect diversity in terms of race, gender and disability.</p>	<p>Subject leaders will continue to review the depth and breadth of their subject.</p> <p>Subject leaders will audit subject resources in the context of diversity.</p> <p>Pupils can explain and describe activities which celebrate diversity and equality within curriculum subjects.</p> <p>Curriculum across the school demonstrates clear evidence that Equality and Diversity is taught and celebrated.</p>	<p>Headteacher</p>	<p>On-going</p>	<p>Completed review of texts for guided reading and English lessons to ensure a range of authors, characters, settings and themes.</p>

<p>Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.</p>	<p>Analysis of surveys and other feedback. Extended links beyond the local area. Cultural events celebrated throughout the year to increase pupil awareness and understanding of different communities.</p> <p>Events planned and delivered by the pupils in partnership with students from Wheatley park School which celebrate cultural, religious and social diversity.</p>	<p>Senior Leadership Team</p>	<p>Ongoing</p>	<p>On-going</p>
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