



Equality Action Plan 2017-2021

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, PSHCE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Achievement for All structured conversations, mentoring and support;
- Feedback at Local Governing Body 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 Equality 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 Academy website;
- Raise awareness of the plan through the Academy 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?	Review of Action
All	Publish and promote the Equality Plan through the Academy website, newsletter, Local Governing Body meetings and staff meetings.	Question about parent/Carer awareness of Equality through survey Staff Meeting re: Equality Plan: Spring 2 All Governors to receive new Equality Plan and challenge	Assistant Principal	Spring 2	<ul style="list-style-type: none"> Equality plan available on School website.
All	Monitor and analyse pupil achievement by race, gender, EAL, CLA, 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 and disability through Pupil Progress meetings, any trends to be acted on by teachers and SENCO	All Staff / Senco/ Local Governing Body	Every Term	<ul style="list-style-type: none"> Pupil Progress meetings held to monitor achievement. Leadership Team monitors progress ½ termly Key reports to Local Governing Body.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, EAL, CLA, disadvantaged pupils and SEND	Monitoring of classroom displays by PSHCE Leader. Children to participate in displays through their work.	PSHCE Leader	Ongoing	<ul style="list-style-type: none"> Displays evident in every classroom to celebrate pupil participation and achievement. Displays monitored by PSHCE Lead and other Key Stage Leaders.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the Academy 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, CLA, disadvantaged pupils and SEND. Class assemblies on a rota and themes to be monitored by PSHCE leader To ensure that all pupils are given the opportunity to make a positive contribution via School Council, Playground Buddies, And performances, fund raising etc	Member of staff leading on school council PSHCE Leader	Ongoing	<ul style="list-style-type: none"> School council selection monitored by race, gender and disability. Monitored that all pupils were given the opportunity to contribute and resources to access other activities within school.

All	That participation in extended school activities reflect the 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	SENCO	Ongoing	<ul style="list-style-type: none"> All clubs are monitored for participation Support and resources have been provided where necessary, 1:1 support, training for staff re: medical needs, visual impairment needs etc.
Race, Homophobic and bullying Equality Duty	Identify, respond and report racist, homophobic and bullying incidents Report the figures to the Local Governing Body / Local Authority on a termly basis.	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?	Designated member of staff/ Local Governing Body	Reporting: December, April, July	<ul style="list-style-type: none"> Data collated when incidents arise and reported through reports to the Local Governing Body. Procedures followed by all staff when incidents arise – Parents informed and satisfaction by all parties is sought.
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/ SENCO	Ongoing	<ul style="list-style-type: none"> Reports to Local Governing Body analysing progress. All Leaders analyse data half termly and action plan regarding specific areas of their Key Stage Data analysed between gender's at Pupil Progress meetings and actions agreed where necessary
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/carers of children with EAL to be spoken to individually if required and use a translator when necessary	All Staff/ SENCO	Ongoing	<ul style="list-style-type: none"> All information to be given to parent/carers has been checked by the Principal or SENCO Support has been provided to access or complete forms by office manager, SENCO, Principal etc. Translators provided where necessary

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	Educational Psychologist/ SENCO/ Leadership Team/ Lead Governor on Special Educational Needs & Disabilities	Ongoing	<ul style="list-style-type: none"> • Staff provided with training re: Precision Teaching and Social Skills Teaching • Precision Teaching surgeries provided • 1:1 meetings between the Educational Psychologist and Teachers • Follow up observations of recommendation by the Educational Psychologist Classrooms monitored by non-negotiable monitoring.
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. 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 PSHCE And RE/ All Staff	Ongoing	<ul style="list-style-type: none"> • Assessments undertaken (teacher assessment) Children's learning monitored by through subject Leadership, report of findings provided to the Local Governing Body .
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	SMSCD Lead – monitors all aspects of this strand through monitoring lessons and lesson plans, linking with the parental involvement 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, questioning children through the use of questionnaires to monitor assemblies, provided training for staff with SMSCD consultants.	SMSCD Leader	Ongoing	<ul style="list-style-type: none"> • Monitoring done through lesson observations and learning walks • Systems in place for children to share their thoughts and concerns, monitored by the Principal • Assemblies monitored by LT and Subject Leader of SMSCD • Parental involvement officer and leads work closely with families to encourage attendance of specific events • FLP and Friends of Woodside initiatives to

					encourage parent/carers and pupils taking part in events
All	To monitor wider equality outcomes within key groups in terms of race, gender, EAL, CLA, disadvantaged pupils and SEND within the Academy through monitoring the wider equality outcomes of attendance, pupil profile, racist incidents, behavior, attainment and attendance of clubs	A written report to be presented to the Local Governing Body outlining specific actions to close any trends or patterns in data.	Assistant Principal	Ongoing	<ul style="list-style-type: none"> • Reports to Local Governing Body analysing progress and any trends/gaps that need to be addressed • Trends/gaps addressed with Phase Leaders who then address through Pupil Progress meetings with the class teachers. Attendance officer working closely with families with attendance issues
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. Procedures in place to monitor incidents; 'I can talk to an adult' slip to be filled in by pupils Slips to be monitored and investigated Phase Leaders to respond to incident logs			<ul style="list-style-type: none"> • Anti-bullying policy reviewed as necessary and in date with current legislation Children are encouraged to share their problems/concerns, slips monitored initially by the Principal and then by Phase Leaders,
All	Identify and monitor positive and negative behaviour against equality strands.	A member of the leadership team monitors both positive and negative behavior. Positive behavior is monitored by: Yellow lunchtime slips to be provided to children for good behavior. Rosettes/ cards – stamps for work. Homework certificates for handing homework in on time. Keeping school rules certificates and attendance certificates.	Assistant Principal	Ongoing	<ul style="list-style-type: none"> • Behaviour (positive and negative) monitored daily/weekly/half-termly by the Assistant Principal • Behaviour (positive and negative) commented on in whole school assemblies • Positive behaviour rewarded • Educational Psychologist

		<p>Negative behavior is monitored by: White lunchtime slips for not following school rules, Detentions for not completing homework, behavior policy in place and procedures followed by every member of staff, 1:1 discussions with repeat offenders liaise with teachers, parent/carers and children.</p>			<p>observed specific children with behavioural difficulties and written reports shared with staff and parents re: recommendations</p> <ul style="list-style-type: none"> • Reports to Local Governing Body analysing behavior and exclusions • Open surgeries re: staff management of behaviour and procedures • Staffed challenged if behaviour policy is not followed
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This plan was adopted on the 30.6.2017. It will be reviewed by the end of Summer 2 2020/2021 unless circumstances demand an earlier review.