

Appendix A. ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below:

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. Link can clearly be made with Safeguarding requirements	Question about parent awareness of Equality Scheme in annual survey?	Governing Body / Headteacher	Ongoing	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	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher All staff	Ongoing	More diversity reflected in school displays across all year groups
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body / local authority 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	Governing Body / Headteacher	Termly	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

Gender Equality Duty	Introduce Initiatives to encourage all pupils to take up a range of opportunities outside the curriculum requirements	Increased participation of after/morning club activities	Home school Link Worker	Survey, termly, monitor half termly	A varied school community take up of after-school/morning clubs
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 Education Needs & Disabilities	As and when vacancies arise	More applications from disabled candidates to be Governors

Appendix B. EQUALITY OBJECTIVES

1. To narrow the gap in attainment between pupils with SEND and their peers in Reading, Writing and Maths.
2. To further develop the school curriculum in order to educate the children about a range of different cultures and traditions.