

10. ACTION PLAN

Our Lady of Walsingham Equality Plan 2016-17

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators | Outcomes/Next Steps 2017 |
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| All | Publish and promote the Equality Plan through the school website, newsletter and staff meetings. | Question about parent awareness of Equality Scheme in annual survey? | Headteacher and GB | March 2017 | 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 | Plan is on the website and staff are aware of its existence. |
| 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 | Headteacher / Governing body | Annually | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups | EAL children are tracked closely. This will continue. |
| All | Ensure appropriate intervention is targeted at individuals and groups who are under achieving. | Achievement data analysed by group | HT | Termly | Narrowing of the gaps for equality groups. | Intervention Manager appointed and regular meetings held re. inclusion and intervention. |

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| All | Support parents to ensure that they can play a full part in the life of the school regardless of race, gender, disability etc | Ensure that all parents know that they can access all aspects of school life. | HT and GB | Throughout the academic year. | All parents are able to attend parents evenings, celebration evenings etc | We ensure that events are well publicised. Are we ensuring that parents with an equality needs are having these needs addressed? Parental survey to indicate. |
| All | 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. | Increase in pupils' participation, confidence and achievement levels | HT Subject leaders | Throughout the academic year. | Notable increase in participation and confidence of targeted groups | Assemblies and curriculum provides regular access to good role models. |
| All | Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and | Gifted and Talented register monitored by race, gender and disability | Member of staff leading on G&T | Throughout the academic year. | Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity | . |

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| | gender. | | | | | |
| 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 and SLs | Ongoing | More diversity reflected in school displays across all year groups | |
| 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 by election or co-option), class assemblies, fund raising etc. | School council representation monitored by race, gender, disability | Member of staff leading on school council | Throughout the school year. | More diversity in school council membership | Individual classes are now promoting activities that encourage the children to take responsibility e.g. fund raising etc. |
| 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? | Headteacher / Governing body | Throughout the school year | Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body | Racist/hate incidents are recorded and reported. Reports given to Govs. |

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| Gender Equality Duty | Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and football to make participation rates more reflective of the school population. | Increased participation of girls in sports clubs and out of school sport activities | Member of staff leading on sports / PE | Throughout the school year | More girls take up after-school sports clubs | Introduction of gymnastics clubs; girls encouraged to join football. Boys encouraged to participate in netball club and team. |
| Community cohesion | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. | PSHE assessments | Member of staff leading on PSHE | Ongoing | Increased awareness of different communities shown in PSHE assessments | Cultural events take place regularly in school through class topics and whole school activities e.g. Chinese New Year. |
| Gender Equality Duty | Ensure boys and girls achieve at equal rates through ensuring that our curriculum meets the needs of these groups. | Termly pupil progress meetings | HT | Ongoing | Boys and girls achieving and progressing at equal rates. | |

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