



**Equality Plan  
Impact Review  
2012/13**

## 10. ACTION PLAN IMPACT REVIEW 2012/13

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.

For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	IMPACT 2012/13
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 / Deputy Head	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays (see evidence in SCSM file, subject leader files of whole school planning and in display around school)</p> <p>Parents are aware of the Equality Plan as it is placed on the website and equality pushed in newsletters</p>
All	Continue to 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 / Deputy Head & Governing body	Analysis of teacher assessments / annual data demonstrates the gap is closing for equality groups Raiseon line shows this is the case. The H/T /D H/T and SLT lead carry out Pupil Progress Meetings in the first half of every

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				<p>term and the H/T analyses data as assessment lead at the end of every term with particular focus on vulnerable groups. The H/T keeps a whole school overview of the progress of all groups, with vulnerable groups having their own overview in reading writing and maths. Data analysis is showing a real impact in promoting equality in this area.</p>
All	<p>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.</p>	<p>Increase in pupils' participation, confidence and achievement levels</p>	<p>Curriculum lead and Collective worship lead</p>	<p>There was notable increase in participation and confidence of targeted groups (see Talent show evidence sheets and teachers' Fabulous Friday and Achievement records)</p>
All	<p>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 gender.</p>	<p>Gifted and Talented register monitored by race, gender and disability</p>	<p>Deputy Head &amp; Governing body</p>	<p>The Gifted and Talented opportunities allow for disabled pupils to be involved in art activities, sporting</p>

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				activities, musical activities etc.
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 & RE	Headteacher & Governing body	The school has diverse 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	The school council represents all members/religions/di sabled pupils 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	Teaching staff are aware of and respond to racist incidents (see H/T file)  Consistent nil reporting is challenged by the Governing Body in this area and anti-bullying – as the school recognizes that racism and bullying, though rare, does occur and is dealt with effectively (see recent Parent and child questionnaires as evidence of impact)

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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 Governors on Special Educational Needs & Disabilities	More applications from disabled candidates to be School Governors (see governor files)
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	Increased awareness of different communities (see assembly sheets for the year – PSHE lesson planning/circle time material.

## **Appendix A**

### **Examples of further actions to include in the action plan to meet the general duties**

#### **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

##### **The school will ensure that:**

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring 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;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

##### **The school will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

#### **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

##### **The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;

- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.