

Equality Action Plan – Staff / Governors / Pupils and Parents Sept 2015 – Jul 2018

Outcomes: We aspire to fulfil our legal obligations towards pupils, parents/carers and staff. Equality and diversity principles will run through all day to day practices and be embedded in all policies.

Targets	Actions	Expected Impact	Monitored by	Evaluated by
To aim to gain the Equalities Award	Develop the following policies to share with staff and Governors (Equality Policy / Race Policy). Embed into the curriculum the principles of equality.	All children and staff have a better understanding through the curriculum	SMSC governor to monitor	
Increase the awareness of school responsibility under the Equality Act 2010	Staff to receive training linked to the Equality Act and No Outsiders initiative to be incorporated into school policy 5/9/16 Staff INSET delivered by Andrew Moffat	Staff and pupils will be more aware of their rights and responsibilities in line with the Equality Act 2010. Staff will be more confident in challenging discriminatory behaviours	No Outsiders resource pack £230 (35 books to accompany scheme of work) INSET delivered by Andrew Moffat £0	
Ensure a consistent and united approach to tackling discrimination	Governors, parents, staff and pupils to buy into the 'No Outsiders' scheme and adopt a whole school ethos. No outsiders to be incorporated into school policy.	FPS will become a welcoming place with a reduce number of bullying and HBT incidents.	Governors presentation by TH Parental awareness meetings	

<p>Educate all about discrimination, prejudice, LGBT and ensure that reflects into the learning environment.</p>	<p>All staff to have online training on Diversity Role Models linked to LGBT.</p> <p>Create an area in school for 'Equality Display'</p>	<p>All books and classrooms will show evidence of equality issues being taught across school.</p> <p>All year groups will follow the school PSHE curriculum with evidence of PSHE objectives being taught regularly.</p>		
<p>Curriculum: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.</p>	<p>Review the curriculum to ensure that it represents the cultures and traditions within the school.</p> <p>Develop the school values into the curriculum.</p>	<p>The learning environment developed with the staff helps to raise the profile of equality in school which represents the school values around equality.</p>	<p>Curriculum Committee</p>	
<p>To ensure that all learners including those who are disadvantaged, with Special Educational Needs and Disabilities and Children Looked After make better than expected progress, narrowing gaps in achievement</p>	<p>Assessment judgements will be moderated each half term.</p> <p>Senco will analyse progress data of children with SEN every term.</p> <p>DHT will analyse progress data of disadvantage pupils every half term and where needed review the intervention allocation of support and teaching.</p>	<p>95% of learners will make expected progress with at least 40% of learners making better than expected progress.</p>	<p>Pupil premium Governor / SEND</p> <p>Curriculum Committee</p>	

	HT/DHT will monitor the progress of children looked after each half term.			
To raise attendance in school for pupils and in particular for disadvantaged pupils so that they expected progress.	To narrow the gap in attendance between SEN and non-SEN / Disadvantage and non-disadvantage pupils.	Gap for FSM and Non FSM children to close in line with national figures for 2015.	Pupil premium Governor / Curriculum Committee	
Develop further opportunities for pupils to learn about different faiths including visits and visitors to the school so that they continue to learn about the different faiths and traditions from within the community the school represents.	To reduce prejudice and increase understanding of equality through direct teaching across the Curriculum, assembly and external workshops. Regular collective worship sessions to discuss issues of equality and prejudice. PSHE curriculum embedded throughout school and link this to OFSTED criteria on Behaviour, Welfare and Personal Development.	Evidence of direct teaching in books and classrooms. All books and classrooms will show evidence of equality issues being taught across school. All year groups will follow the school PSHE curriculum with evidence of PSHE objective being taught regularly.	C Kaur (PHSE Leader)	
Create opportunities for pupils to learn to be able to visit other schools so that their awareness of equality rises through group work and discussion.	To create an Equalities Council in school to be made up from a diverse range of children from all year groups. Group of children from Year 5. To visit an inner city school to develop their understanding of LGBT and also equality.	The Equalities Council to be involved in representing the views of pupils linked to curriculum, behaviour, welfare and personal development. Continue to develop the	SLT	

		Equalities Council so that they start to represent the views of the school to visitors.			
Create opportunities for all staff to be able to be develop their expertise, skills and knowledge through coaching	Arrange so that all staff have opportunities to be coached.		Full Governing Board		
	HT/DHT to coach one another –	Leadership / Decision and Problem Solving			Standards continue to rise.
	Leaders to coach Middle leaders	Problem Solving			Holding others to account and better decision making
	Middle Leaders to coach teachers –	Teaching and Subject Roles			Better awareness in leading and managing their subject
Create opportunities for all staff to be able to be develop their expertise, skills and knowledge through offering wider CPD opportunities i.e. tailored courses, visits to others school to support moderation of pupils' works.	All staff linked to their Performance Management objectives to have a tailored Continuing Professional Development training plan to support their roles in school.	Roles are carried out effectively and staff are able to support each other.	Curriculum Committee		
Ensure that all staff are involved in school improvement by being participating in 'Steering/Improvement groups'	Create opportunities for all staff to be involved in one of the following steering groups. Assessment and Learning Curriculum and Teaching Personal development and Safety	Participating in 'Steering/Improvement groups' allows for staff to have greater input into school improvement	SLT		
Ensure that all Governors are supported through their roles (i.e. courses) and that information is regularly and equally shared.	Ensure that Governors have the required training in order for them to carry out their core function duties.	Governors are able to support, challenge and hold to account with the right	Full Governing Board		

		level of expertise.		
Parent Steering Groups involvement in school life	Arrange for Parent Steering Groups so that they have an input into school life (i.e. Curriculum etc)	The views of parents taken on board and contribution that they can make as part of the school community.	SLT	
Recruitment Opportunities – All posts are advertised externally and internally.	Ensure that all staff are given equal opportunities in internal appointments	Equal opportunity is seen as being practised on all levels.	SLT	