Overarching Equality Scheme 2019-2023

Equality Objectives
Objective 1: To narrow the pupil premium gap in Reading, Writing and Maths in all year groups.
Objective 2: To further improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.
Objective 3: To ensure the attainment between ethnic groups within the school remain comparable to national standards over the next two years.
Objective 4: To close the gap between boys' and girls' writing.

Equality Strand	Action	Monitoring	Personnel Responsible	Time Frame	Early Success Indicators
All	Pupil achievement is monitored by race, gender, disability, socio economic factors (PPG) and any trends or patterns in the data that may require additional action to narrow the gap are addressed.	Completed as part of the tracking process.	HT and SLT	Ongoing	Gaps close
All	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 displays. Help children to understand others and to value diversity. Promote shared values, awareness of human rights and how to apply and defend them.	Increase in pupil participation, confidence and positive identity – monitor through PSHE. Governor Ethos Monitoring. Check that assemblies continue to reflect the diverse nature of the school both in terms of learning and celebration. Monitor resources. Raise awareness in assemblies e.g. Guide Dog Awareness	HT and SLT	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, leadership council etc.	School Council representation monitored by race, gender, disability	HT and PSHE Leader	From January 2019 - ongoing	More diversity in Leadership and School Council Membership
All	Ensure staff, pupils, parents and carers continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, School Council meeting, parents' evenings etc.	Analysis of surveys and other feedback	HT	From January 2019 - ongoing	Equality Policy reflects the views of all key stakeholder groups
All	Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	Continue to develop through PSHE and class teaching. Analysis of surveys and other Feedback	Class Teachers	From January 2019 - ongoing	Extended links beyond the local area
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Policy. Report the figures to the Governing Body & LA on a termly basis where necessary. Equality incident log checked termly by governors.	The Headteacher / Governing body use the data to assess the effectiveness of the school's PSED work and the impact of the school's response to any incidents	HT and Governors	Termly to Governors via Headteacher's Report	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body

Disability Equality Duty	The talents of disabled pupils are recognised and represented in school activity. Disabled children take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies; afterschool clubs	Seek views from the school community on how access and equality in school could be further improved.	HT & Inclusion Leader	From January 2019	Improved outcomes for disabled children, and those with SEN or identified as vulnerable Increase in pupil participation, confidence and positive identity
All	Monitor take up of after-school clubs and activities so that extended school activities 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.	Any imbalance in participation in after-school activities is identified and addressed.	HT	From January 2019	There is little variation between 'groups' re: the rate and range of involvement of after-school clubs and activities
Gender Equality Duty	Investigate the underlying causes of why our boys achieve less well than girls in writing School-based data analysis, discussions with pupils and parents Interaction with national and international research PPM – consider gender issues Continue to develop Key Skills Creative Curriculum topics and activities that appeal to boys as well as girls - Literacy tasks are 'boy friendly. Variety of learning styles and outdoor opportunities are included in planning. High Quality Texts for boys: create a section of the school library that contains books that promote boys reading.	Performance data interrogated to monitor boys' performance in reading, writing and maths Lesson observations and work sampling FS and teaching staff review topics and learning – focus performance, attitude, motivation of boys/girls Pupil Voice	HT and Literacy Lead	From January 2019	The percentage of boys achieving ARE in writing increases; the gap between boys' and girls' attainment decreases
Race Equality Duty	Provide extra and additional support for pupils with EAL in order to enable then to make progress in their learning.	Continue to develop provision as part of the Inclusion programme of work; staff training. 1:1 tutoring as appropriate.			
Disability Equality Duty	Additional support for disabled parents/carers and staff to help them 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 part of the building for wheelchair users	Review communication options, homework policy, resources. Adapt admission forms. Review accessibility policy.			