

Loseley Fields Primary School Single Equality Policy Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible For implementing ?	What are the time frames?	Early success indicators
All	Publish and promote the Single Equality Policy through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher /designated member of staff	Autumn Term 2016 start	<p>Staff are familiar with the principles of the Equality Policy and use them when planning and delivering lessons and creating class room displays.</p> <p>Parents are aware of the Equality Policy.</p>
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/governors/SLT	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.

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	SLT and all staff	By Autumn 2017	Notable increase in participation and confidence of targeted groups
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 gender.	Gifted and Talented register monitored by race, gender and disability.	Leader of G and T	Start Autumn 2016	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity

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/ SLT	Ongoing Monitor Termly	More diversity reflected in school displays across all year groups.
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Race Equality Duty	<p>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.</p> <p>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly Basis.</p>	<p>School council representation monitored by race, gender, disability</p> <p>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 ?</p>	School Council Leader	Autumn 2016 Ongoing	<p>Diversity represented on school council</p> <p>Teaching staff are aware of and respond to racist incidents.</p> <p>Governors monitor and challenge incidents.</p>
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Gender Equality Duty	Identify trends and patterns in school data and put actions in place as appropriate.	Data shows improvements in areas of need.	Headteacher/SLT	Autumn 2017	Plans implemented show improved impact on groups identified.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas; Easter.	Timetable of assemblies/ events in place and organised.	R.E Leader/SLT	Autumn 2016	Increased awareness of different communities shown in PSHE work/ assessments.