

Equality Objectives and Action Plan 2018 – 2019

Equality Objectives

- Ensure that gender, physical disabilities and emotional and mental health needs are not a barrier to learning or accessing the curriculum
- Improve the attainment of pupils with EAL in Literacy, particularly in reading
- Provide appropriate support in a nurturing environment for children unable to manage in the classroom environment
- PSHE and Sex and Relationship education and RE provides explicit and implicit information to promote and celebrate diversity

Equality Objective	Protected Characteristics	Actions	Responsibility	Review Date	Success Criteria	Impact/Outcomes
Ensure that gender, physical disabilities and emotional and mental health needs are not a barrier to learning or accessing the curriculum	Gender Physical disabilities Emotional and mental health needs	Monitor attainment data to ensure that there is no bias Review sports and other extra-curricular opportunities to ensure equality of access Seek pupil opinion through surveys or group discussions	KD/NW KM KD/JE	At termly Data challenge meetings Termly Annually (Spring Term)	Where there is evidence of gender bias in attainment the reasons are identified and strategies are put in place to address this There are no extra-curricular opportunities that are not open to all children Surveys or discussions identify pupil views and if appropriate strategies are in place to address concerns	
Equality Objective	Protected Characteristic	Actions	Responsibility	Review Date	Success Criteria	Impact/Outcomes
Improve the attainment of pupils with EAL in Literacy particularly in reading	Ethnicity and Race	Analyse the attainment data for EAL pupils and identify those who have a gap compared to EAL children Nationally Identify the specific needs of	KD/NW and class teacher	At termly Data challenge meetings	Identified children have appropriate support in place. At PPIs it is clear to see progress being made.	

		individual children and put interventions or support in place				
Provide appropriate support in a nurturing environment for children unable to manage in the classroom environment	Disability SEND	The nurture group supports children who cannot access learning in the classroom	NW/VN	In place with daily morning provision	Children are enabled to have positive interactions within the school setting It is possible to prevent exclusions for children unable to self-regulate their emotional responses	
PSHE and Sex and Relationship education and RE provides explicit and implicit information to promote and celebrate diversity	All Characteris-tics	The scheme of work for S&R education is analysed for its impact on the teaching of equality and celebration of diversity Weekly assemblies promote equality and diversity	MP KD	Annual review Summer 2018 Feedback from staff and children	The S&R scheme of work has clear teaching points that support the school's work on diversity The assemblies set the culture and ethos of the school as inclusive and tolerant	