

Stanstead Nursery and Primary - EQUALITY ACTION PLAN 2016-2018

Equality Strand	Action	How will the impact of the action be monitored	Responsible person	Timescale	Early success indicators
All	Publish and promote the Equality Action Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Policy and Action Plan in annual survey/Parent Forum	Headteacher Senior Leadership Team	Approve by governors at First Curriculum governors meeting in Spring term draft to be uploaded to website Feb 2017 update	Staff are familiar with the principles of the Equality Action Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Action Plan
All	Monitor and analyse pupil progress and attainment by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Data analysed by race, gender and disability. Reports termly to governors	Headteacher Senior Leadership Team	Data analysed half termly	Analysis of teacher assessments / annual data demonstrates no significant difference between 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	Headteacher Subject leaders	On-going as new national curriculum is embedded	Notable increase in participation and confidence of targeted groups
All	Promote spiritual, moral, social and cultural development through assemblies with reference to equality and diversity	Assembly planning file PSHE/RE assessments	Headteacher	Ongoing	School community will be aware of and tolerant towards others' culture, religion, race, life choices and disability
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 Subject leaders	Reviewed termly by SLT and subject leaders	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), play leaders, representing the school at events, class assemblies and fundraising	Increase in diverse pupil participation, confidence and positive identity	Senior Leadership	Ongoing	Diversity in membership

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All	Ensure extended school activities such as after-school activity clubs, Breakfast Club and Afterschool Club 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 socioeconomic status.	Increase in pupil participation, confidence and positive identity	Headteacher Senior Leadership Team	On-going Termly report	Diversity in membership
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Equality Policy. Report the figures to the Governing body 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	Headteacher termly reports to governors	All staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Homophobic Bullying	Ensure all staff receive homophobic bullying training. Include as part of induction programme for all new staff appointed. Identify, respond and report homophobic incidents (language and bullying) as outlined in the Equality Policy. Report the figures to the Governing Body 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	All staff have received Homophobic bullying training; new staff as they arrive in the school to receive training Headteacher termly reports to governors	All staff are aware of and respond to homophobic incidents; staff are confident to tackle incidents of homophobic language and bullying Consistent nil reporting is challenged by the Governing Body
Homophobic Bullying	Ensure that the curriculum promotes different types of families; prevent homophobic language and bullying 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	Headteacher Subject leaders	Ongoing	Pupils are aware of homophobic bullying. Number of incidents of homophobic bullying are few

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Extremism	Ensure all staff and governors are aware of extremism and radicalization and how it can affect pupils. Publish Tackling Extremism & Radicalisation Policy and promote through the school website, newsletter and staff meetings. Include information in staff induction.	Increase in staff awareness and confidence	Headteacher	Policy to be Published April 2017	All staff are aware of indicators of radicalisation and extremism and follow the policy when issues arise. Staff feel confident.
Extremism	Protect pupils from extremism views, including religious extremism views by helping pupils to have a balanced view as well as giving them coping strategies in dealing with what may be external pressures (see Extremism Policy) – assemblies, PHSE lessons	PSHE/RE assessments; pupil discussions	Headteacher Senior Leadership Team	Ongoing	Pupils encouraged to and feel confident to share views and be tolerant of each other. All staff to monitor content of conversations and identify any areas of concern
Disability Equality Duty	To ensure where possible that the Governing Body and the staff represent the diversity of the school.	Monitor applications as roles become available with the GB	Chair of governors	Ongoing	Membership of the Governing Body evolves to reflect the diversity of the school
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New Year, Christmas. Traveller Month, Black History Month	PSHE/RE assessments	PSHE and RE subject leaders	Ongoing	Increased awareness of different communities shown in PSHE/RE assessments
Community cohesion	Promote shared values and awareness of human rights and how to apply and defend them through teaching the pupils about Children's Rights & Responsibilities	Governors will conduct learning conversations with pupils	Headteacher All staff	HT assemblies; governor learning conversation On-going annually	Pupils know and understand Children's Rights & Responsibilities