



FIELD JUNIOR SCHOOL EQUALITIES ACTION PLAN 2017-18

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Success indicators
All	Ensure the equality policy and annual action plan is available in school and on the website for all stakeholders. Consider ways to make policy and practice more user friendly.		Headteacher/ Governing Body	Annual	Policy and action plan accessible and reviewed and updated annually Support in place to improve access – eg Google Translate on website, simplified written documents.
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. Work to ensure all pupils are making good progress and achieving ARE. Work to achieve a year on year reduction in the attainment and progress difference between PPG and non PPG pupils Implement interventions to address barriers to achieving ARE	Achievement data analysed by race, gender, disability and vulnerability Pupil Progress meetings Targeted interventions – core curriculum	SLT/Governing body	Part of ongoing assessment processes	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups Interventions in place and having impact. Evidenced in termly monitoring, PPMs HIP reports, Governing Body minutes, SSE and RAP reports
All	Ensure that curriculum topics promote equalities awareness and value diversity in terms of race, gender and disability. Continue to develop practice to reflect our diverse school community	Monitor school population to recognize range of diversity. Monitor for Increase in pupils' participation, confidence and achievement levels Cross curricular topics monitored	SLT – PSHE/ Literacy/ Humanities Co ordinators	From Sept (annually reviewed)	Range of cultural evnts maintained and developed. Notable increase in participation and confidence of targeted groups Whole school topics such as Anti bullying week promoted.

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All	Recognise and represent the talents of disabled pupils in enrichment activities and programmes, and ensure representation fully reflects the school population in terms of race and gender.	Provision monitored by race, gender and disability	INCo	As part of SSE analysis	Analysis of provision – - Indicates all elements are accessible to all and participation is reflective of 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	Ongoing	Diversity reflected in school displays across all year groups
All	Ensure that good attendance and punctuality is achieved by all groups in school – with a focus on vulnerable groups.	Monitor attendance data termly Monitor impact of interventions.	Headteacher	Termly analysis	Barriers to attendance addressed. All groups have good patterns of attendance
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	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	Reporting: November/ February/ July	Teaching staff are aware of and respond to racist incidents Action on specific issues identified Any patterns or focus on particular groups is identified and acted upon. Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Continue to participate in initiatives to balance gender inequalities eg – sports programmes to encourage girls to take up more extra-curricular sport. Boys and girls – netball, football ,tag rugby clubs Craft club activities appealing to boys Music activities appealing to boys	Increased participation of identified gender groups in specific activities	Headteacher/ co ordinators	Termly review	Greater and more balanced participation in extra curricular activities

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Disability Equality Duty	(See Accessibility Plan)				
Disability Equality Duty	Seek ways to make school information and school environment more accessible and welcoming for all disabled pupils, parents, staff, Governors and community	Monitoring of access and feedback by disability to see if material was effective	Headteacher Governing Body	Annual review -	Greater involvement and inclusion of identified disability groups
Disability Equality Duty	Ensure that comprehensive arrangements are made to ensure the smooth transition of pupils with disabilities from one school to another (Infant to Junior – Junior to Secondary	Transition plan monitored Feedback from pupil, parents, staff	Headteacher INCo	Ongoing	School fully aware of disability requirements Transition activities planned Successful transitions made and anticipated progress made
Disability Equality Duty	Work to improve the school environment to accommodate the disabilities of our current school community	Audit of disabilities within school community Advice and information sought to accommodate need and enhance school environment for disability.	Headteacher Resources committee	As part of annual school development plan	Décor, furnishings and adaptations facilitate access for all pupils Access for wider school community is improved.
Community cohesion	Continue to celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas and monitor increasingly diverse school population to ensure practice reflects the current community	School Council feedback Child Interviews, PSHE feedback	PSHE co ordinator	Ongoing	Increased awareness of different communities shown in work and feedback

