

Equality Action Plan September 2017-18

Equality Strand Characteristics	Action	How will the impact be monitored?	Who is responsible for implementing	What are the timeframes?	Success Indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff and academy councillors are aware of this plan through academy council meetings and staff meetings.	Question about the equality scheme in annual survey Staff/ academy council questionnaire Staff Meeting on the 9 habits (Oasis)	Principal Designated Equality Team, including the AP for Resource Base and Inclusion	Published on the website October 2017 Parents made aware in April's newsletter Designated staff meeting in Term 4 Bi termly meeting of the equality team	Staff are aware of the familiar with principals of the Equality plan and Scheme and use the actions when planning. Parents know where the plan is and what it is for
All	Monitor and analyse pupil achievement, by race gender, disability and act on the trend and patterns in the data that require additional support for pupils ADP target <i>Highest Achievement for all</i> <i>(Highest Achievement for all Phonics, GLD, KS1&2 at or above national)</i> Resource Base All children will make one P Level progress in Communication and PSED	Achievement data is analysed to highlight the key groups, focusing on primarily the gap for disadvantaged pupils termly	Principal and the ASLT including AP's Inclusion, Assessment, Teaching and Learning, Resource Base.	Each term through Pupil progress meetings	Analyse teacher assessments and annual data demonstrates narrowing the gap for the equality groups 85% of children in RB will make expected or exceeding progress (Five or more sub levels) across all areas assessed
All	Disadvantaged pupils attainment in line with peers	Attendance of PAs analysis and individual	All Staff	Each term through Pupil progress meetings	The gap between the progress, attainment

		<p>targets set for families, support offered</p> <p>Weekly analysis of PA</p> <p>All staff aware of who disadvantaged pupils are</p> <p>Performance management target to cover these pupils</p> <p>Disadvantaged pupils books marked first</p>		Each Term	and attendance of disadvantaged pupils is less than 10%
All	<p>Ensure that the curriculum and wider whole school opportunities promotes role models and heroes that pupils can positively identify with through immersive projects. This should reflect the schools diversity in terms of race gender and disability</p>	<p>Increase in pupil participation and confidence. To develop eloquence and opportunities for debating</p>	<p>Principal</p> <p>Subject leaders</p> <p>Teachers- through planning and assessment</p>	<p>On going</p> <p>Each term</p>	<p>Attainment and progress made across all areas</p> <p>Project portfolio</p>
All	<p>To have a fully embedded PSHE curriculum that explores and support all nine characteristics stated in the equality duty</p> <p>ADP Target</p> <p><i>PSHE curriculum is taught in all year groups and meets the needs of pupils at OALC</i></p>	<p>Launch of JIGSAW</p> <p>Learning Walks</p> <p>Staff feedback</p>	All Staff	Ongoing	<p>All staff are following the programme of studies.</p> <p>Timetabling gives 1 hour a week to PSHE</p>
Disability	<p>To ensure through inclusion opportunities to enable all pupils to access a bespoke package to meet their educational and personal social and emotional development</p>	<p>Inclusion timetables</p> <p>Interventions</p> <p>Stepping Stones Provision</p> <p>Buddy Classes</p> <p>Joint working parties</p> <p>Parents and Academy councillors</p>	All Staff	<p>Stepping Stones Provision set up in September 2017</p> <p>Buddy Class Launch October 17</p> <p>Launch of JIGSAW Assemblies</p>	<p>Each class has a buddy class and ensure weekly and termly opportunities to work together,</p>