

Cookridge Primary School Equality Action Plan



*Adopted by governing body – May 2018
Review – May 2020*

The Equality Action Plan will be published on the school website.

‘Together We Achieve the Extraordinary’

Cookridge Primary School



Equalities Action Plan May 2018 - May 2020 written in line with the Equalities Act 2010 and Schools (DFE May 2014)

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	Head teacher Senior Leadership team	Approve by Governors May 2018	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	The number of pupils working at ARE and greater depth is in line with National figures. 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	Head teacher Governing body	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	Head teacher subject leaders	On-going as national curriculum is continually 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	Head teacher	On-going	School community will be aware of and tolerant towards others' culture, religion, race, life choices and disability
All	Promote Restorative Practice across all stakeholders to empower positive resolutions, independence and resilience.	Reduction in negative behaviours. Pupil survey PSHE subject monitoring/reports	SLT PSHE lead	On-going	All Stake holders are aware of Restorative practice
All	Where appropriate ensure 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	Head teacher and 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), representing the school at events, class assemblies, team events, fundraising etc.	Increase in diverse pupil participation, confidence and positive identity	Head teacher SLT	On-going	Diversity in membership



Equality Strand	Action	How will the impact of the action be monitored	Responsible Person	Timescale	Early success indicators
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 Single Equality Policy, report figures to the Governing body on a termly basis	The head teacher/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	Head teacher Governing body	All staff have received homophobic bullying training, new staff as they arrive in school to receive training. Head teacher termly reports to Governors On-going	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 Pupils are aware of homophobic bullying. Number of incidents of homophobic bullying are few
Extremism	Ensure all staff and governors are aware of extremism and radicalization and how it can affect pupils. Prevent agenda	Increase in staff awareness and confidence	Head teacher	New Staff and governors training as necessary	All staff are aware of indicators of radicalisation and extremism and follow appropriate systems 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 – assemblies PHSE lessons	PSHE/RE, pupil discussions	Head teacher SLT	On-going	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	On-going	Membership of the Governing Body evolves to reflect the diversity of the whole school
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg Diwali, Chinese New year, Christmas, Eid.	PSHE/RE assessments	PSHE and RE subject leaders	On-going	Increased awareness of different communities shown in PSHE/RE
Pupil Premium pupils	Track pupils, plan effective quality first teaching, introduce specific interventions, enrich curriculum through visits/visitors and experiences	Tracking data, Intervention summaries Pupil premium trackers case studies	Head teacher SENCO SLT	On-going	Pupil premium pupils performance is in line with national expectations
SEN pupils	Achieve a year on year (over three years) reduction in the attainment gap in English and mathematics at KS2 between pupils with a SEN statement/EHCP and their peers. Track children. Plan effective quality first teaching. Staff training into effective teaching of SEN children. Provide intervention/resources	Tracking Data, IEP Intervention case studies	SENCO	On-going	SEN pupils performance is in line with national expectations