

Wychwood CE Primary School Equality Plan September 2020

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success Indicators
All	Ensure all staff, governors and parents are aware of the school's Equality Policy & Plan. Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Questions about parent awareness of Equality Scheme in annual survey to parents, pupils and staff.	Headteacher	Ongoing Annual Parent Questionnaire	Staff are familiar with the principles of the Equality Plan Parents and governors are aware of the Equality Plan.
All	Monitor and analyse pupil achievement and attendance data by disadvantage, race, gender and disability, and act on any trends or patterns in the data that require additional support for pupils.	Achievement and attendance data analysed by disadvantage, race, gender and disability and monitored by the Performance Committee of the Governing Body each term.	Headteacher / Governing body	Ongoing	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups No group is disadvantaged by low attendance
All	Embed the school values and vision and associated learning behaviours to ensure the highest expectations for all pupils so that no pupils is adversely effected by negative attitudes to learning or poor behaviour.	Learning walks and observations as well as pupil discussion groups will be used to monitor the learning behaviours of pupils.	All leaders	Ongoing	Learning behaviours are exemplary across the school. No pupils are adversely affected by poor behaviour.
All	Ensure that the curriculum responds to the needs and interests of pupils. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender.	Increase in pupil participation, confidence and positive identity Curriculum monitoring shows that the curriculum is broad and balanced and that SMSC is a strength.	Phase leaders through long-term theme planning	Ongoing	Diversity is reflected in school displays across all year groups Pupils say that the curriculum is interesting and relevant

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All	<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.</p> <p>Increase the positions of responsibility open to pupils.</p> <p>Monitor pupil participation based on gender, race, disadvantage and disability in extracurricular and enrichment activities.</p>	<p>School Council, Reflective Monitor and other pupil leadership groups representation monitored by race, gender, disability Pupil participation in extracurricular activities is monitored each term.</p>	Leadership Team	Ongoing	<p>More opportunities are available for children to support the work and life of the school.</p> <p>Increased participation in extracurricular events.</p>
All	<p>Review the RSHE curriculum to ensure that the long-term plans cover an awareness of and celebrates difference and diversity (gender, race and disability). Implement changes, alongside DFE Relationships Education requirements for Summer 2021.</p>	<p>The RSHE Leader and HT will monitor planning and taught sessions each term. Pupil discussions will be held annually to identify and review pupil understanding and attitudes.</p>	PSHE Leader and Headteacher	For Summer 2021	<p>Pupils have a good understanding of difference and diversity and celebrate this in school.</p> <p>Incidents of negative behaviour linked to protected characteristics is very rare.</p>
Disability	<p>Support teachers and teaching assistants to extend their repertoire of strategies for supporting pupils with SEND in their classes.</p>	<p>Monitoring of provision and the impact on pupil progress each term. Discussions with SEND pupils and their parents.</p>	SEND-Co	September 2020 – July 2021	<p>Planning and lessons show that effective inclusion strategies are used so that SEND pupils make at least the same levels of progress as their peers.</p>