



R – Race	A – Age
D – Disability	R/B – Religion or Belief
G – Gender	CC – community cohesion
SO – Sexual Orientation	

Equality Action Plan

2017-2019

Action Planned to meet Statutory Duty/Equality legislation							Planned Outcome	Planned Action	Timescale	To be actioned by	Monitored by
R	D	G	SO	A	RB	CC					
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and raised awareness of responsibilities	Regular agenda H & S / Safeguarding item at staff meetings	Weekly	All staff	Headteacher
✓	✓	✓		✓	✓		Establish a profile of job applicants to identify if any positive action is required to attract under represented groups.	Monitor job applicants for all posts. Collate equality information from applicants.	April 2017	Headteacher Governors	Leadership and Management committee
✓	✓	✓	✓	✓	✓	✓	All policies reviewed and updated and procedures audited in light of Equalities Act 2010	Continue to review all current policies. Undertake a comprehensive procedure review to audit equality issues and impact.	April 2017	Headteacher Governors	Full Governing body
✓	✓	✓	✓	✓	✓	✓	Seek to continually broaden and strengthen our commitment to quality communications with all stakeholders	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg large print, Braille	Review July 2017	Headteacher Office Staff	Headteacher
✓	✓	✓	✓	✓	✓	✓	Interested stakeholders receive requisite training in a range of equality/diversity issues	CPD/INSET* delivered to staff, governors and parents as required.	Ongoing and as opportunities arise	Headteacher	Leadership and Management committee
✓							Pupils gain a greater awareness of cultural diversities through curriculum and extended learning opportunities	Review curriculum content across the school. Assemblies, lessons and resources provide opportunities for children to learn about cultures other than their own.	From Autumn Term 2017 – a review of the Learning Challenge Curriculum	Subject leaders	Children's Welfare committee
	✓						Develop and strengthen the positive understanding of disability across the school to ensure that negative stereotyping is avoided (eliminated where necessary)	Lesson and curriculum audits identify positive examples of disability CPD provided to all staff as necessary	From September 2017 and as opportunities arise	SLT** SENCo**	Leadership and Management committee; Children's Welfare committee
✓	✓	✓		✓	✓	✓	To identify trends in attainment and progress across the school for any vulnerable groups To narrow any gap in attainment between vulnerable and non – vulnerable groups	Regular analysis of assessment data Analysis of end of Key Stage data via RaiseOnline and Bolton Data Pack Secure action planning to address and narrow any gaps	Termly (pupil progress meetings/ assertive Mentoring) Annually (as for Termly + as part of Appraisal process) Termly	SLT** Class teachers Subject leaders	SLT Children's Welfare committee

* CPD = Continual Professional Development / INSET = In Service Training – both relate to on-going internal and external staff training

** SLT = Senior Leadership Team / SENCo = Special Educational Needs Coordinator