

Earlsdon Primary School Equality Scheme Action Plan

The school have identified a range of equality and cohesion priorities for action over the next three years.

Action	Who is responsible?	Timescale	Early success indicators
Publish and promote the equality plan through the school website, newsletter and staff meetings.	Headteacher	Ongoing	Staff are familiar with the principles of the equality plan and parents are aware of the equality plan
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.	Headteacher Leadership team Governing Body	Annually in September	Analysis of teacher assessments/ annual data demonstrates the gap is narrowing for equality groups
All school policies should have due regard to the Equality Plan as they are reviewed	Headteacher Governing Body	Over the period of the plan	Improved inclusivity
Monitor incidents of bullying, racism and harassment to look for trends and take actions to rectify the position.	Headteacher	Termly	Incidents decrease
Arrange staff training on specific medical/ learning needs e.g. ASD, Dyslexia, Asthma, Diabetes	Headteacher School Nurse CCT	As required	Well briefed staff who understand the needs of all school children
Increase confidence of staff in adapting the curriculum a. Undertake an audit of staff training needs on curriculum access b. Assign ongoing whole staff and individual training opportunities	Senior leadership team Class teachers	ongoing	Curriculum planning and lessons reflect the needs of groups of pupils
Ensure that displays and resources in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Senior Leadership team All staff	ongoing	More diversity reflected within classrooms across year groups

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Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Leadership team	Annually	Increase in engagement and confidence of targeted groups.
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, JLT, ECO team, classroom responsibilities, fundraising etc.	Leadership team All staff	annually	Increased diversity in school council membership and school responsibilities and events
Extended school activities such as lunchtime and after school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio economic status.	Leadership team	ongoing	Increased access by pupils from identified groups
Race Equality Duty: Maintain and build on the induction process for different groups, in particular newly arrived pupils - pre-induction meetings with parents and relevant agencies (EMAS) - review meetings after a period	Inclusion leader/ SENCO EMAS All staff	Annual review	Newly arrived pupils settle well into school life All staff plan and organise activities appropriate to the child's needs.
Gender Equality Duty: Ensure initiatives encourage both boys and girls to take up activities outside the curriculum requirements, to make participation rates more reflective of the school population.	Leadership team	ongoing	Increased participation
Disability Equality Duty: Disabled children can take part in all aspects of the curriculum including educational visits, lunchtime activities, PE & dance and assemblies.	Inclusion leader/ SENCO All staff	ongoing	Inclusive practice evidenced in curricular and non- curricular activities

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Disability Equality Duty: Ensure all staff are aware of disabled children's (including ASD) curriculum access - Set up system of individual access plans for disabled children - Set up information sharing systems to ensure all staff are well briefed about any issues	Headteacher Senior Leadership team All staff	ongoing	Increased staff confidence leading to improved inclusive practice
School Visits: Ensure that all visits are made accessible to pupils	Teachers Headteacher	ongoing	Review risk assessments for visits by Headteacher and EVC
Community Cohesion: Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. Invite an increased range of visitor to the school to develop pupil knowledge, understanding, tolerance, empathy and respect.	Senior Leadership team Teachers	ongoing	Pupil voice activities show an increased understanding of cultural and religious diversity within Coventry and the wider world.