



Robert Miles
Infant School



Single Equality Policy Action Plan- July 2019

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Publish and promote the Equality Policy through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in parental survey?	Head teacher / designated member of staff	Immediately after Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality policy
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.	Achievement data analysed by race, gender and disability	Head teacher / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
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	PSHCE	On going	Notable increase in participation and confidence of targeted groups
Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	AHT - PSHE	ongoing	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity - monitor through PSHCE	Head teacher	Ongoing	More diversity reflected in school displays across all year groups
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g.	School council representation monitored by race, gender,	Member of staff leading on	ongoing	More diversity in school council membership

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through involvement in the School Council , class assemblies, fund raising etc.	disability	school council		
Identify, respond and report racist incidents as outlined in the Plan. Report the 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	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Promote Governor vacancies with leaflets in accessible formats.	Monitoring of applications by disability to see if material was effective.	Lead Governor on Special Educational Needs & Disabilities	ongoing	More applications from disabled candidates to be School Governors
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	Member of staff leading on PSHCE	Ongoing	Increased awareness of different communities shown in PSHE assessments