

Graham James Primary Academy



Equality, Diversity & Inclusion Action Plan

Agreed by Governors: September 2016

Next Review Date: July 2020 (4 year review cycle)

Introduction/ Purpose:

This document sets out the Equal Opportunities Action Plan for the Graham James Primary Academy.

The Action Plan:

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing	What are the time frames?	Early success indicators
All	Publish and promote the Equality plan through the school website, newsletter and staff meetings. A hard paper copy will also be available in the staffroom (On the staff notice board).	Question awareness of Equality Plan via: <ul style="list-style-type: none">- Staff survey- Annual parental survey	Head teacher/ Senior Leadership Team	July 2017 (This will allow surveys to be completed and the an accurate measure of awareness made)	Staff at Graham James Primary Academy have an awareness and are familiar with the plan. Will be reflected in lesson planning, learning environments and whole school. Parents aware of the Equality Plan as promoted in a newsletter and available on the school website.
All	Achievement: Regular monitoring and data analysis checks regarding the pupil achievement of all children within the school. Analysis will also focus on race, gender and disability and acting on trends/ patterns in data that require support actions for the children.	Achievement data analysed by race, gender and disability	Head teacher/ Assessment lead/ Governing body	Half termly data analysis Annually in September/ October RAISEonline (end of KS1 & KS2 data)	Half termly data analysis regarding teacher assessments and annual data (RAISEonline) demonstrates the gap is narrowing for equality groups.
All	British Values are promoted across the school and is embedded within the curriculum. Our British Values statement will be published on the website and promoted on newsletters and staff meetings.	The promotion of British Values is evident across the school (via displays) and in lesson observations, also Children know and understand the fundamental British Values.	Deputy head teacher	Ongoing	British Values audit by class teacher to measure/ monitor the promotion. Also, Staff meeting time dedicated to British Values (planning how to incorporate across curriculum). Buddy Assemblies discussing British Values – Children’s understanding.

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All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity (British Values linked)	Increase in pupil confidence and positive identity and also pupil participation. Learning/ walks and lesson observations will also monitor promotion of diversity.	Senior leadership team & all staff	Ongoing	The school environment reflects and promotes diversity.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the schools diversity in terms of race, gender and disability.	Increase in children's participation, confidence and achievement levels. Children know what a role model is (Buddy assemblies)	PSHE curriculum lead (Deputy head) – also via a 'role model' buddy assembly	Ongoing	Notable increase in participation and confidence of targeted groups.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the academy. E.g. through involvement in Buddy assemblies, class assemblies, team colour voting etc.	Buddy assemblies (all children in years 1 – 6) participate in buddy group buddies (year 6 lead buddies encouraged to track individual input). Also participation in termly individual class assemblies and team captain voting.	Assistant head teacher / year 6 teachers	Ongoing (New buddy leads and groups arranged every September)	All children fully involved in the buddy group discussions – confident to speak and have an input
All	Recognise and represent the talents of disabled pupils in Gifted & Talented programmes, and also that the list reflects the schools population diversity	Gifted and talented register monitored	SENCO	From September 2016	Analysis of the Gifted and talented register indicates a change to reflect the schools diversity

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Race Equality duty	Record, respond and report racist incidents. Figures will be reported to the Governing body and local authority on a termly basis.	The Head teacher/ Governing body will use the data to assess the impact of the schools response to the incidents (e.g. whole school/ specific year group approaches to decrease incidents, can repeat perpetrators be identified, are parents and children satisfied with the response?	Head teacher/ Governing Body	Ongoing monitoring Reporting – Periodically to Governing body and LA	Teaching staff are aware of and respond to racist incidents. Also 'nil' reporting on a consistent basis is challenged by the Governing Body.
Socio-Economic	To monitor the achievement of Pupil Premium children (PPG) to ensure that their attainment is in line with children who are not PPG. Additional interventions/ support will be provided for those who are making less than expected progress.	Regular data analysis (half termly) to identify underachievement by those children in receipt of PPG	SENCO / Senior leadership team	Ongoing data drops/ analysis (half termly) from September 2016 (First data drop October 2016) to July 2017	Those children in receipt of PPG are making progress in line with all other children (half termly data drops).
SEN & Disability	To improve progress of SEND pupils through targeted interventions and quality first teaching	Regular data analysis (half termly)/ lesson observations/ book checks/ baseline/ EOY attainment	SENCO / Senior leadership team	Ongoing data drops/ analysis (half termly) from September 2016 (First data drop October 2016) to July 2017	Interventions are taking place and are having a positive impact on progress. SENCO/ SEN team regularly review interventions to monitor impact and adjust accordingly.
EAL	To improve outcomes (attainment & progress) of EAL pupils through targeted interventions and quality first teaching	Regular data analysis (half termly)/ lesson observations/ book checks/ baseline/ EOY attainment	SENCO / Senior leadership team	Ongoing data drops/ analysis (half termly) from September 2016 (First data drop October 2016) to July 2017	Gaps closing between EAL and non EAL children. EAL children make good levels of progress.

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Gender	Improve outcomes for boys in EYFS following a trend of girls performing better than boys (Target areas – Speaking & listening and reading)	Review practice and the resources. Complete the baseline checks (Sept 2016) and complete termly data analysis. New staff in EYFS for the 2016-2017 academic year (Specialists).	EYFS Lead (Karen Lane)/ Reception class teachers	September 2016 – July 2017	Boys closing the gap – especially in the Target areas – Speaking & listening and reading.
Gender	To improve the attainment of boys in English, particularly in reading (Attainment at KS2). Restructure the staffing to use teacher/ LSA expertise to improve reading.	Half termly data analysis, lesson planning and lesson observations.	Literacy lead (KS2 – Julie Conroy)/ SLT	Ongoing	Boys making progress and closing the gap with girls (Also meeting national expectations)

Date completed: September 2016

