APPENDIX TWO EQUALITY ACTION PLAN (Including accessibility plan) 2013-2015

Public Sector Equality Duty	Equality Objectives	Actions	How the will impact be monitored	Who is responsible	Time Frames	Progress Commentary
Eliminate Discrimination, harassment and victimisation	Eliminate unlawful discrimination	• Ensure recruitment training is up to date, Monitoring of recruitment process.	Number of incidences of unlawful discrimination remains at zero.	Head teacher, Chair of Governing Body Personnel Committee	Ongoing	• Recruitment training is up to date. • Number of incidences of unlawful discrimination remains at zero.
	Eliminate harassment	• All staff to react immediately to racist or other discriminatory remarks • Racist Incident Log kept up to date • Daily opportunity provided for pupils to raise any issues or concerns – any relating to discrimination or harassment to be dealt with immediately.	Termly returns of Racist Incident Log to LA and Governors Learning Mentor Records number of show concerns raised which are related to discrimination or harassment	All staff Head teacher Learning Mentors	Ongoing	• Termly returns of incident log submitted to LA. • Racist incident log up to date – there were 8 incidents Sept 2014-April 2015 All of these were minor name calling and were dealt with according to school procedures • Learning Mentor records from Jan 2014 – April 2015 show of 770 self-referrals only 1 related to discrimination or harassment
Advance equality of opportunity between different groups	Identify inequality promptly	• Monitor achievement data termly to identify differences in achievement between different groups. • Monitor attendance data to identify differences in attendance between different groups.	Data shows a narrower gap between different groups' achievement than that found nationally	Assessment Co-ordinator Learning Mentor	Ongoing: Termly	• Attendance monitored termly by year group for PEPP and non PEPP children – results show gap in percentage of no more than 2% (Yr 1 Autumn term 2014) and in

						most cases there is no gap. • Assessment data is monitored termly by class. Spring term data shows there is a gap between the achievement of PEPP and non PEPP children of 1.4 in reading, 2.5 in writing and 1.0 in Mathematics. The gap is smaller than that found Nationally in reading and Maths, but larger in writing.
	Address inequality	• Support put in place via wave 1 and 2 interventions to address any identified inequalities • Use of Pupil Premium to narrow achievement gap associated with deprivation. Report on spending published on website • Review and update Accessibility Plan	Pupils eligible for pupil premium have smaller gap in achievement than those nationally Pupils have equal access to curriculum, environment and information	Deputy Head teacher Head teacher SENCo	Ongoing Termly	• SEN provision mapping shows wave 1, 2 and 3 interventions. As each year group transfers to ITPs, these will be being reviewed monthly. • Interventions put in place for pupil premium children include additional teaching assistants in Year R – 2 to allow interventions to take place.
	Ensure that the voice of pupils from different groups is represented.	• SEN children to set own targets on IEPs • Monitor member ship of school council and spiritual council and take steps to positively recruit members from minority groups • Ensure that any issues of perceived	IEPs Planned actions which aim to address inequality arising from pupil voice to be reported to	SENCo School Council Leader, Head teacher	Ongoing termly September 2014 Ongoing - daily	• Children included in setting targets on IEP/ITPs • Spiritual council contain 1 representative from each year group chosen by teachers to

		inequality that are raised are addressed promptly.	governors.			• ensure balance – includes FSM, SEN, LAC and Non WBRI members. • No issues of inequality have been raised.
	Ensure that all members of the parent community have equal access to their child's education	• Information sought (via induction interview) of needs of family members acted upon, such as letters printed in large font, simplified language or in dyslexia friendly format. • Vulnerable families provided support through Parent Link worker	All parents are equally informed and supported to participate equally. Parent Link worker records	School Secretary Parent Link Worker	Ongoing: review annually on new intake. Ongoing	• Letters sent out on green paper and via email for parents who have requested this. No other requests have been made. • Parent Link worker continues to support vulnerable families. • SENCO holds half termly coffee mornings for parents of children with SEN.
	Ensure that in the future, individual pupils who may be at a disadvantage are supported	• Consider staff training for supporting EAL pupils and parents. • Consider staff training for any future pupils from minority groups such as visually impaired, hearing impaired, Gypsy Roma Traveller	Pupils from minority groups are supported to remove inequality barriers	Head teacher	September 2014	• Resources purchased to support EAL pupils but training has not been needed as yet.
Foster good relations between different groups	Ensure that all groups are aware of the school's commitment to equality of opportunities	• Ensure that guidance on commitment to equalities is published in newsletters. • Ensure that copy of Equality Policy is displayed for visitors • Ensure that copy of Equality Policy is published on website	Relations between groups are supported by school's stance	Head teacher		• Equality and Accessibility Plan and Equality Policy is published on website and available from school office.
	Relations between pupils of other cultures, faiths	• Interfaith project to continue • Visits to Birmingham school with different profile established and maintained	Children develop understanding of different groups.	RE Coordinator Headteacher, Key Stage Leaders	Ongoing June 2014	• Interfaith project continues – this has been extended with a visit to a Mosque for Year Two April 2015 • Visit and hosting of

	and races are encouraged					visit from St Saviour's School Alum Rock has been established. Visits took place in Autumn and Spring terms and All year groups YR-Y2 have had contact and a further visit is planned for Summer term.
	Pupils have access to positive images of people from different groups.	• Ensure that in design of new curriculum, positive images of disability, cultures, all genders and sexuality and the contribution of different cultures to world history is promoted • Events promoting minority groups such as Black History Month, Deaf Awareness week are marked in school	Curriculum planning	Curriculum co-ordinator	Ready for Impleme ntation Septem ber 2014	• New curriculum is in place, displays and curriculum reflect positive images of race and disability.
	Pupils are actively taught to develop good relations	• Ensure that in design of new curriculum that the local curriculum reflects a high priority on the teaching of positive social relations, anti-discrimination, anti-bullying, and self-esteem.	Pupils know that discrimination, including that against themselves is unacceptable, and how to seek help.	Curriculum Co-ordinator PHSE Coordinator Learning Mentor	Ready for Impleme ntation Septem ber 2014	• Curriculum contains opportunities to teach positive relations between all groups. • Children who have low self-esteem are identified though PASS survey and offered small group support.
Accessibility of premises	Ensure current pupils with a disability have full access to school.	• Work with support services to review provision, make purchases and adjustments necessary.	Review with identified children and parents.	SENCo	Ongoing	• 2 children currently have Disability Management Plans – these were both reviewed in September 2014 and any adjustments needed were put in place.