



Churchfields Junior School

Action Plan for equality

2017/18

As a result of extensive equalities audit the following actions have been identified. There will be termly monitoring and evaluation which will be reported to the Governing Body.

Objective	Actions Required	Evidence base	Evaluation and outcomes
<p>To ensure we advertise and recruit all posts in line with equal opportunity procedures</p> <p>To promote equality of opportunity</p>	<p>Adverts to be placed in locations which are likely to give opportunities for people from throughout the community to be aware of posts</p> <p>Safer recruitment training up-to-date for all members of the interview process</p> <p>Review composition of staff and Governing Body to reflect diverse school community</p> <p>Evaluate roles of different groups and underlying messages</p>	<p>Advertisements</p> <p>Training records</p> <p>Staffing</p> <p>Staff roles and responsibilities list</p> <p>School Council composition</p> <p>Learning Council composition</p>	
<p>To have equally high expectations of all children, encouraging them to achieve their highest standards</p>	<p>Data analysis of progress and attainment of all children by ethnicity, gender and SEND</p> <p>Planning scrutiny to assess differentiation to ensure the curriculum meets the needs of all children</p> <p>Work scrutiny to assess if children are getting appropriate feedback</p>	<p>Assessment Tracker Data</p> <p>Assessment report to Governing Body</p> <p>Planning scrutiny</p> <p>Work scrutiny</p> <p>Children's Learning Council and School Council records</p>	

<p>To recognise and value a variety of achievement by providing varied and appropriate rewards</p>	<p>Displays represent achievement for both girls and boys, all ability levels and all ethnic groups</p> <p>Recognition of diversity of achievement through merit nominations and rewards received</p>	<p>Displays</p> <p>Merit certificates</p> <p>'Going for Gold' rewards</p> <p>Newsletters, assemblies</p> <p>Team lists for sporting events</p>	
<p>To ensure rewards and sanctions are used consistently</p>	<p>Data analysis of golden leaves and detentions to ensure no group is disproportionately represented</p>	<p>Class 'Going for Gold' records</p> <p>Behaviour file</p>	
<p>To identify the causes and nature of racist, homophobic and trans-gender incidents to eliminate discrimination and harassment</p>	<p>Data analysis of all racist incidents</p> <p>Easily accessible and clear systems in place when pupils report incidents</p> <p>Promote positive attitudes</p>	<p>Racist incident forms</p> <p>Assemblies, displays</p>	
<p>To ensure that pupil personal development and pastoral care takes account of gender, SEND, religious and ethnic differences and meets the needs of all pupils</p>	<p>Observe PHSE being delivered</p> <p>Data analysis to ensure equality</p>	<p>Scrutiny of curriculum</p> <p>Lesson observations</p> <p>Clubs participation lists</p> <p>Team lists for sports teams</p> <p>Participation in music tuition</p> <p>Trips</p> <p>Visitors to school</p>	
<p>Children from all groups, feature on the G&T register</p>	<p>Data analysis of G&T register</p> <p>Review identification of G&T children to ensure equality of systems</p> <p>Review and evaluate activities offered to children to promote challenge and enrichment</p>	<p>G&T register on tracker</p> <p>Lesson observations</p>	

<p>To value and respect all ethnic and national groups represented in the school and community</p> <p>To promote good relations between persons of different racial groups</p> <p>For pupils get the opportunity to explore their own identity and traditions whilst also being given the chance to experience other cultures</p>	<p>Learning walk to ensure displays reflect diversity of the school</p> <p>Staff training and raised awareness</p> <p>Assemblies</p> <p>Analyse school and Learning Council composition</p> <p>Signs to reflect languages spoken within the school</p> <p>Language of the term</p> <p>Answer the register in differing languages – assess consistency</p>	<p>Learning walks</p> <p>Training records</p> <p>Assembly programme</p> <p>School and Learning Council composition</p> <p>Displays and signage</p>	
<p>To create an environment where all pupils can contribute and feel valued and teaching takes account of pupils' backgrounds, language needs and different learning styles</p> <p>To ensure that extra curricular activities and events cater for the interests and abilities of all pupils and take account of parents and carers concerns about religion and culture</p>	<p>Cultural traditions are valued and celebrated throughout the year with assemblies, clubs and events such as Black History Month and Refugee Week</p> <p>Monitoring and evaluation of club attendance by race, gender and SEND</p> <p>Questionnaires to be completed by children, teachers and parents regarding provision</p>	<p>International links</p> <p>Parent questionnaires</p> <p>Children's questionnaires</p>	
<p>To challenge stereotypes and give pupils the understanding they need to recognise prejudice and help eliminate it</p> <p>To ensure that the curriculum includes the principle of race, gender, all other equalities and recognises and values diversity</p>	<p>Curriculum and educational resources offer unbiased materials</p> <p>The curriculum provides opportunities to explore differences and similarities</p> <p>Questionnaires to evaluate perceptions</p> <p>Book audit to ensure representation from all groups</p>	<p>Resources</p> <p>Books</p> <p>Lesson observations</p> <p>Schemes of Work</p>	

To ensure the admissions process is accessible to families from all racial groups	Translators are available when needed during initial admissions interview	Admission information	
To ensure the induction procedures supports new entrants and addresses the needs of pupils from all backgrounds	Questionnaires to be completed by children, teachers and parents regarding induction procedures	Questionnaire analysis	
To promote good attendance for all children	Analyse attendance trends and patterns over time in relation to gender, race and SEND	Attendance	
To actively encourage parents and carers from all social and racial groups to take an active role in the school	To monitor equalities attendance at: Parent Evenings Readers Helpers on trips	Composition of Readers and parent helpers Parent evening register of attendance	
To promote equality of opportunity in the physical environment	Audit of facilities to assess need then put in place provision , e.g. arrangements for disabled pupils at breaks / lunchtimes	Audit	