

Kibblesworth Academy

Equality Action Plan 2017 – 2021

Development of plan

We have developed, and monitor, this plan and the actions within it by the input of all stakeholders. We have achieved this by using the following to shape this plan:

- Feedback from staff meetings/Inset/Performance Management meetings
- Input from Governing Body meetings
- Feedback from the annual parent/carer survey, input through termly parent/carer consultations, class assemblies and other open events
- Feedback from the School Council, PSHE & C / SEAL lessons, assemblies, annual pupil survey and class based discussions
- Issues raised by staff and parents during the reviews of Individual Education Plans, Annual Reviews and Support meetings for pupils with SEN
- Discussions about pupil progress in the termly Pupil Progress meetings
- Monitoring of work, planning and Lesson Observations by the SLT and EDP
- Feedback from Induction meetings with parents of new pupils
- Input from the Friends of the School Group (PTA)
- Input from LAC staff and carers during LA reviews and Care review meetings
- Information shared by the local police/beat constables during their regular visits to the school
- Discussions with the Educational Welfare Officer during visits to check pupil attendance

Review of progress and impact

We regularly assess children's learning and use this information to track progress and attainment. As part of this process we monitor achievement and uptake by gender, ethnicity, FSM, SEN & disability to ensure that all groups of children are making the best possible progress and take appropriate action to address any gap.

We will review all of our policies regularly to ensure that they do not impact negatively upon equality and opportunity for all in the school.

Publishing the action plan

In order to meet our statutory duty we will:

- Raise awareness of the plan through all stakeholder meetings
- Publish the plan on our website
- Ensure hard copies are available on request

Protected Characteristic/ Equality Strand	Objective	Action	Person Responsible	How will impact be measured	Monitored by	Start date	End date
All	Monitor and analyse children's attainment and progress by SEN, gender, race, disability and act on any patterns in the data that require additional support for pupils or to address any gaps.	Analyse data for groups termly Identify any gaps Direct support to / and make any appropriate curriculum changes	SLT SLT SLT/ Whole staff	Raise and school data will show no gaps between any group	SLT & Education committee	Summer 2017	Summer 2021
All	Ensure that displays in classrooms and corridors promote diversity in terms of gender, race, SEN, disability,	Learning walks by SLT / Subject co-ordinators check displays Info gathered is analysed to identify gaps in display and rectified	SLT / subject coordinator s Class teachers	Displays of high quality and examples of all groups of pupils work evident	HT / SLT	May 2017	May 2021
All	Ensure that all pupils are given opportunity to make a positive contribution to the life of the school	Monitor opportunities for all groups to be involved in school council; sporting events; whole school fund raising; work in community; classroom teaching and learning	HT / SLT / PE co-ordinator/ Class teachers	Record % of each group as members of school council. Monitor involvement of all groups in sports events. HT/SLT observations of teaching and learning	Education committee	May 2017	May 2021

All	Monitor and analyse attendance data for all groups of pupils to discover any gaps then use targeted intervention with pupils and parents involved to ensure the attendance of all pupils is equitable	HT to analyse termly attendance data for all groups	HT	HT end of term analysis and data written into HT's termly report to Governors.	Education committee	May 2017	May 2021
Disability	Ensure all staff aware of what defines 'disability' to ensure pupils and staff with disability are identified accurately and not discriminated against	Staff training by SENDCO More accurate identification highlights need for any adjustments to policies and procedures for staff / pupils	SENDCO HT	Staff correctly identify disabled pupils and this is recorded on SIMS. Disabled staff / pupils receive appropriate aids / adjustments to ensure they are able to fulfil role	Education committee	Autumn term 2016	Spring term 2021 then on going
Disability	Update accessibility plan involving stakeholders annually and prioritise improvements within capital expenditure and general school budget	Develop core stakeholder group ensuring all relevant parties are involved – staff, parents. Pupils discuss via school council. Group meets annually in Summer term Finance committee consider costs in budget setting	HT HT Finance, Staffing and Premises committee	Accessibility plan updated regularly. Works completed according to schedule and on budget	Finance, Staffing and Premises committee		

Disability	Increase awareness of disabilities within school and society, promoting positive attitudes towards disabled people and thereby eliminating negative attitudes, discrimination and harassment	Use positive images of disabled people in lessons/on display. Discuss inspiring disabled people in assemblies. Invite visitors to school who are disabled and display positive lifestyles to inform and inspire pupils about disability issues. Identify disabled staff and pupils in school to ensure they have access to any aids etc to fulfil role.	Class teachers HT / teachers HT HT / SBM	Improved pupil perception of disabled people shown by more respectful attitude and understanding in class and around school. Disabled staff / pupils have appropriate aids to fulfil their role in school. School data system contains accurate information about disability	SLT SEND governor HT	Autumn term 2016	Summer term 2021 then on-going
Pregnancy and Maternity	Ensure staff leaving for and returning from Maternity leave have opportunity to discuss with HT / line manager any changing personal circumstances which may affect contractual obligations or are reflected in Family Leave policy.	Meeting with HT / line manager arranged before maternity leave commences and prior to proposed return date. All HR forms completed in timescale. Start and End of Maternity established. Meet with staff to discuss Family leave policy	HT/SBM	All statutory obligations for maternity leave are met within the family leave policy Staff meeting held to discuss Family Leave policy	Staffing Committee	Autumn 2016	Ongoing

Pregnancy and Maternity	Offer returning staff opportunity of KIT days prior to return in order to update knowledge of school, changes to curriculum etc	KIT days offered and recorded for payment with payroll. Staff aware of KIT day availability via staff meeting Update staff handbook with key maternity related information	HT / school administrator	KIT days used by staff	Staffing Committee	Spring 2017	Ongoing
Race	To increase staff awareness of responsibilities under Equality act and for reporting incidences of Racial discrimination or harassment	Staff meeting held to ensure staff aware of responsibilities under act. Incidents of harassment / discrimination recorded accurately	HT	Staff more aware of what constitutes harassment / discrimination. Incidents recorded accurately and situations acted upon	Staffing Committee	Autumn 2016	Summer 2021
Race	To increase pupils awareness of other cultures and the lives of children/adults from other countries/cultures and promote positive attitudes towards them	Celebrate key festivals and important dates for other faith groups, cultures. Thematic assembly rota incorporates above. Develop understanding of other cultures via school links – national and international. Visitors from other cultures / countries invited to school to talk about their faith / culture	All staff	Pupils can discuss more sensitively and with better understanding the similarities and differences between themselves and others. Key festivals / dates shown on school calendar. Active National and International links with other schools.	SLT	Spring 2017	Ongoing

Sex	Monitor uptake of and provision of After school places/clubs by pupils to ensure equality of uptake by girls and boys	Analyse composition of pupils attending AS clubs. Survey pupils for range of clubs which appeal to boys and girls. Provide new clubs in response to survey / need to ensure equality of uptake	SLT	All pupils have opportunity to attend a range of clubs and attendance shows uptake is equal for both sexes.	Finance committee	Autumn 2016	Ongoing
Sex	Develop opportunities for greater % of positive male role models within teaching and visiting staff	Increase proportion of positive male role models to school in all areas – not just sport. Where meet essential and desirable criteria consider applications from prospective male staff.	Teachers / HT	Staff male:female ratio becomes more equal. Record of visitors to school shows even distribution of male / female teachers/presenters/coaches/specialists	Staffing Committee	Autumn 2016	Ongoing
Sex	Improve % of boys attaining the higher levels in writing / English at KS1 and KS2 and so reduce the gap with girls.	Curriculum design ensures motivated boys. HA boys identified earlier in school and opportunities planned to meet their needs. Boys writing celebrated.	SLT	Gap between boys and girls attainment in writing closes.	HT	Autumn 2012	Summer 2021
Other groups: FSM	Monitor the attainment and progress of pupils on FSM register to ensure these are similar to non FSM pupils	Termly analysis of group within pupil progress meetings. Class teachers aware of FSM pupils and monitor closely weekly progress	SLT	No gap between FSM pupils and non-FSM pupils	HT	Spring 2017	Summer 2021

FSM	Encourage uptake of FSM provision by parents/carers	Send home information for all parents about provision and access to it. Write in newsletters about provision and link to pupil premium	HT School administrator	Increased % uptake of FSM by eligible parents. Greater income to school from pupil premium	HT/SBM	Summer 2017	Summer 2021
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