

West Didsbury CE Primary School **EQUALITY ACTION PLAN 2021-24**



Key: R = Race; D = Disability; G = Gender; RB = Religion or Belief; A = Age; SO = Sexual Orientation; CC = Community Cohesion

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales
√	√	√	√	√	√	√	Publish and promote the Equality Scheme through staff meetings, school newsletters and school websites	The schools and wider communities are aware of and actively working to support our Equality Scheme	Annual Staff and parental questionnaires	SLT	Immediately after Govs approval of Equality Scheme
√							Continue to identify and monitor racist incidents and report the figures to the Governing Body on a termly basis	Clear systems and procedures in place for the monitoring and addressing of racist incidents	Reduction in reporting of racist incidents and no re-occurrences	SLT	Ongoing
√	√	√	√		√		Aim to prevent and continue to respond to any discriminatory incidents and prejudiced based bullying	Students feel safer as they know incidents are dealt with effectively	Reduction in discriminatory/ bullying incidents and no re-occurrences	SLT	Ongoing
√	√	√	√		√	√	Ensure the curriculum displays and enrichment activities promote role models and heroes that young people positively identify with and ensure these reflect diversity in terms of race, gender, sexuality and disability	Links with local groups, visitors, enrichment activities and displays all promote positive role model images around school	Monitoring and recording of pupil attitudes and reactions through questionnaires and pupil voice	All staff	Questionnaires annually

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales
√	√	√				√	Continue to analyse pupil achievement by race, gender, disability, FSM, LAC and act on trends and patterns that require additional support for pupils	Through data analysis, trends and patterns will be identified and support put in place resulting in a positive impact on achievement and a narrowing of the equality gap	Data analysis of targets, attainment and progress indicators	Executive Head and Head of school	Ongoing
√	√	√				√	Recognise and represent the talents of all pupils and ensure fair and accurate representation of race, gender, sexuality and disabilities	Race, gender and disability are fairly and accurately represented in all levels of academic attainment	Academic levels of attainment monitored by race, gender and disability and updated regularly	Inclusion Manager and all staff	Ongoing
			√				Continue to recognise and mark events from other cultures/faiths represented in our schools and our communities	Children feel their culture is valued and respected and children learn about other cultures/faiths in our communities	Children feel able to talk openly about their cultures and topic evaluation shows good perception and understanding of other cultures	All staff	Ongoing through school worship time
	√						Ensure teaching materials are available in accessible formats	Adaptations are made to materials, e.g modified resources, support staff, room usage etc	Monitoring to ensure all children are able to access the school curriculum	Class Teachers	Spring Term 2021 onwards

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√			√			√	Identify any resources and CPD needs to support intercultural links and citizenship	Improved links with national and international schools via video conferencing, e-mail, film podcasts and visitors to school	Evaluations and monitoring of pupil perceptions via pupil voice and questioning	PSHE & Subject leads with the support from all staff	Spring Term 2021 onwards
√	√		√				To ensure the content of school meals and the eating environments meet the needs of all race and faith groups and those with specific medical needs	All children able to access appropriately prepared school meal provision	Increased take up of school meals	School meal providers	Spring Term 2021 onwards
	√					√	Ensure parents and community visitors are aware that the schools have disabled facilities including ramped and other disabled access and disabled toilets via newsletters and websites	Parents and other prospective visitors are aware of our facilities and are encouraged to visit	Feedback from disabled visitors regarding access to the school and suggestions on any improvement in facilities recommended	Head of School and Office Staff	Ongoing

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales
√	√	√	√	√	√		Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Staff reporting an improved sense of inclusion	Improved data collection and monitoring of equality information relating to staff	Executive Head and Head of School	Ongoing

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales
	√						Specialist equipment and resources to be arranged for children with SEN and Medical Needs	Children will be fully integrated into our schools with necessary equipment and resources	Children able to access all areas of curriculum and recommendations from professionals implemented and acted upon	Inclusion Manager	Ongoing
√	√	√	√			√	All pupils to have the opportunity to access a variety of out of school and extra curricular activities	More children will have the opportunity to access a variety of extra curricular	Monitoring of the take up of after school clubs and the type of clubs taking place to	Head of School	Ongoing

							and not be prohibited because of financial constraints	activities and develop a sense of achievement	ensure a variety and opportunity for all to participate		
	√						Ensure planned refurbishments in all schools show due regard to disabled pupils, staff and visitors	All access areas and ramps are kept in good condition; painted areas to be of good contrast and shiny floor coverings to be replaced with matt finishes to allow partially sighted people to differentiate between wall and floor levels	Easy access and use of school facilities by disabled pupils, staff and visitors	Executive Head And Head of School	Ongoing