

## **Bramcote C of E Primary School**



**Equality Duty – Action Plan 2017-2021**

| Aspect of the Equality Duty and issue identified         | Objectives and timescale   | Activities   | Responsibility   | How we will measure progress  |
|--|--|--|--|---|
| Protected characteristic: <b>Disability/SEN</b>          |  |  |  |   |
| <b>Attainment of children with SEN</b>                   | Raise attainment of pupils with SEN and narrow the SEN/non SEN gap                           | <ul style="list-style-type: none"> <li>• Using individual targets for teaching reading, writing and maths</li> <li>• Spelling Intervention</li> <li>• Handwriting Intervention</li> <li>• Develop positive messages about Dyslexia</li> <li>• Interventions with phonics</li> <li>• Hold termly SEN review for most significant pupils</li> <li>• Ensure quality first teaching of children with SEN</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Whole Staff</li> <li>• SENCo</li> <li>• SEN governor</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• SEN review of targets</li> <li>• Pupil voice</li> <li>• Parent feedback</li> <li>• Lesson observations</li> </ul>         |
| Protected characteristic: <b>Ethnicity (race)</b>        |  |  |  |   |
| <b>Awareness of difference races</b>                     | Develop positive attitude to multicultural society   | <ul style="list-style-type: none"> <li>• To embed school values</li> <li>• Celebrate key religious events through RE</li> <li>• Build a culture of respect and tolerance.</li> </ul>   | <ul style="list-style-type: none"> <li>• HT</li> <li>• RE subject leader</li> </ul>                        | <ul style="list-style-type: none"> <li>• Pupil conversations</li> <li>• Pupil questionnaires</li> <li>• School Parliament</li> <li>• School collective worship</li> </ul>                             |
| Protected characteristic: <b>Gender (sex)</b>            |  |  |  |   |
| <b>Equal progress and attainment of children</b>         | Ensure equal progress in reading, writing and maths for girls and boys.                      | <ul style="list-style-type: none"> <li>• Provide early writing opportunities for boys and girls in YR and Y1.</li> <li>• Engage boys and girls in the learning process through exciting and stimulating topics</li> <li>• Present positive male and female role models in school</li> <li>• Present positive male and female role models in society e.g. female scientists or mechanics</li> </ul>                         | <ul style="list-style-type: none"> <li>• All Staff</li> <li>• English and Maths Subject leaders</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• Eazmag data</li> <li>• Pupil voice</li> <li>• Work scrutiny</li> </ul>  |
| Protected characteristic: <b>Pregnancy and Maternity</b> |  |  |  |   |
| n/a  | n/a  | n/a  | n/a  | n/a   |
| Protected characteristic: <b>Religion or Belief</b>      |  |  |  |   |
| <b>Awareness of different beliefs and cultures</b>       | Raise awareness of and develop a positive attitude and tolerance towards different religions | <ul style="list-style-type: none"> <li>• Link with other places of worship</li> <li>• Visit places of worship from a different religion</li> <li>• RE curriculum developed and embedded</li> <li>• Provide opportunities for prayer, reflection and song in school collective worship</li> </ul>   | <ul style="list-style-type: none"> <li>• HT</li> <li>• RE subject leader</li> </ul>                        | <ul style="list-style-type: none"> <li>• work with the local parish church</li> <li>• Involvement of parents / carers of children from other religious backgrounds.</li> <li>• Pupil voice</li> </ul> |

| Protected characteristic: <b>Sexual Orientation and Gender Reassignment</b>   |  |  |   |   |
|---|--|--|---|---|
| <b>Awareness of sexual orientation and gender reassignment</b>  | Develop positive attitude to sexual orientation and gender reassignment  | <ul style="list-style-type: none"> <li>School is proactive in its response to pupil questions and inquisitiveness by reinforcing tolerance and developing understanding</li> <li>Revised Behaviour policy reinforces positive values and challenges inappropriate attitudes</li> </ul>                   | <ul style="list-style-type: none"> <li>All staff</li> </ul>                                     | <ul style="list-style-type: none"> <li>Pupil voice</li> <li>Behaviour log</li> <li>Staff feedback</li> </ul>                |
| <b>Access plan</b> (including physical improvements, curriculum access and the provision of auxiliary aids)           |  |  |   |   |
| <b>Improve the facilities</b>   | To ensure access to all areas is available to all<br><br>All pupils physical and learning needs are supported through provision of resources | <ul style="list-style-type: none"> <li>Individual programmes for support from external agencies are adhered to</li> <li>Provision is made to provide a disabled car parking space within the school car park</li> </ul>  | <ul style="list-style-type: none"> <li>Staff</li> <li>Governors</li> <li>SENCo</li> </ul>       | <ul style="list-style-type: none"> <li>Accessibility plan 2016-2019</li> </ul>  |
| <b>Community Cohesion Plan</b> (any additional actions not already covered under the above headings)                  |  |  |   |   |
| <b>Awareness of different beliefs and cultures Improve the facilities to support education in the local community</b> | Over 4 years: To raise the profile of education within the local community.  | <ul style="list-style-type: none"> <li>Local community supporting school events</li> <li>Parent events and workshops</li> <li>Links with the pre school</li> <li>Friends (PTA) community events</li> <li>Raise profile of the school within the local community through events and activities</li> </ul> | <ul style="list-style-type: none"> <li>All staff</li> <li>Friends</li> <li>Governors</li> </ul> | <ul style="list-style-type: none"> <li>Parent questionnaire</li> <li>Pupil numbers</li> <li>Parental involvement</li> </ul> |