

Appendix 1 - PSED Scheme Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Ensure all staff, governors and parents are aware of the school's Equality Plan. Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher SLT	Spring Term Annual Parent Questionnaire	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents and governors are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed (PPM) by race, gender and disability	Headteacher SLT Governing body	3 times a year, end of each old term	Analysis of teacher assessments (PPM) / termly data demonstrates the gap is narrowing for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels Equalities Lead will look at Topic overviews RE Subject leader will look at how equal opportunity links can be identified	Headteacher/ SLT/ Subject co-ordinators Through Creative Curriculum topic planning.	On going	Notable increase in participation and confidence of targeted groups
All	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender, e.g. Diwali, Eid, Global awareness week.	Monitoring of reported incidents of bullying and harassment	Global Links lead	Ongoing throughout the year	Increased awareness of different communities and issues relating to race, disability, religion and gender shown in PSHE and Circle time and the teaching of RE

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All	Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays.	Increase in pupil participation, confidence and positive identity – monitor through PSHE & Circle Time Governor Ethos Monitoring Teaching of RE	Headteacher SLT RE and PSHE subject leader	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in School Council by election (or co-option), class assemblies, fund raising etc.	School Council representation monitored by race, gender, disability	AH School Council Staff member.	From Sept 2014	More diversity in School Council membership
All	Ensure staff, pupils, parents and carers continue to be involved in the future development of the Equality Scheme through input and feedback from surveys, staff meetings, School Council meetings, parents' evenings etc.	Analysis of surveys and other feedback.	Headteacher/ Governing Body SLT AH	From Sept 2014	Equality Scheme reflects the views of all key stakeholder groups
All	Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	Analysis of surveys and other feedback.	Class teachers	From Sept 2014	Extended links beyond the local area
Disability Equality Duty	Ensure disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies; after- school clubs	Increase in pupil participation, confidence and positive identity – monitor through PSHE & Circle Time Check Extra curricular activities Registers	Headteacher SLT Administrator	Ongoing	Improved outcomes for disabled children, and those with SEN or identified as vulnerable

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Gender Equality Duty	Monitor take up by girls and boys of after-school clubs and activities.	Any gender imbalance in participation in after-school activities is identified and addressed.	Administrator LW - PE & Sports Co-ordinator	Ongoing	Both boys and girls take up after-school clubs and activities
All	Monitor that all pupils are free from bullying in all its manifestations, including all types of prejudice-based bullying through SEALs sessions on Bullying, Annual updates on the Bullying Policy Focus on our schools values through whole school, class and class led Assemblies Ensure have appropriate training that equips them to deal with bullying effectively. Keep a record of any incidences and report to LA and Governing body.	Monitor through Pupil and Parent voice questionnaires.	LW – PSHE Coordinator Headteachers Govenors	Ongoing	Children are respecting others and very few incidents reported.
All	Promote high expectations of behaviour and the importance of learning through Staff Role-modelling, Whole school, class led and class assemblies on our school values. Provide a Broad, balance and interesting curriculum.	Pupil and parent voice questionnaires. Pupil conferencing Teaching observations	Head teacher SLT All staff	Termly	Children are showing good attitudes to learning and each other.

