



Equality Action Plan 2020 – 2023

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
<p>Key Objective One: To plan valuable opportunities within the curriculum for pupils to learn about the different faiths and culture within the local, national and global communities.</p>					
Community Cohesion	Increase children’s understanding of different religious celebrations.	Continue with whole school SMSC work and with exhibiting work through communal display and SMSC school portfolio. Showcase school’s cultural work via school website, HTs newsletter	Teachers TAs HT	Ongoing	Pupil Perceptions Displays – quality of work exhibited Log of school’s community engagement on Citizenship blog
Race Equality	Children have an ever-growing understanding of how different faiths worship and the diverse nature of our country.	As above. Review and update RE curriculum map/link with SMSC work	Teachers TAs HT	Ongoing	Pupil Perceptions/ Conferences
Community Cohesion	Sustained charity involvement by the children.	Continue to develop pupil voice – School Council, Eco Squad	School Council Eco Squad Staff leaders	Ongoing	School’s charity work undertaken by the children.
All	Children have an increasing awareness and understanding of different cultures in the community,	Introduce ‘Mastering Manuden’ passports – which contain bank of activities to complete at home and in the community	HT	End Spring Term 2020	Activities undertaken on passport

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Key Objective Two: To close any attainment gaps between different groups.					
All	<p>Tracking enables us to monitor progress and attainment of different groups.</p> <p>Any underperformance is tracked robustly.</p> <p>The gap is narrowed for equality groups.</p>	<p>Share data with staff and governors – focused sessions on analysing attainment for all groups of children.</p> <p>Timely reviews are undertaken to measure impact of provision/interventions for all groups of children,</p>	<p>Headteacher Deputy Head SENCO</p>	<p>Half-Termly</p>	<p>Data analysis indicates that the gap is narrowing between different groups.</p>
All	<p>Increase in pupils’ participation, confidence and achievement levels.</p>	<p>Gain feedback from all pupils.</p> <p>Half termly progress and attainment reviews to be carried out by teachers and SLT.</p>	<p>Headteacher Deputy Head Class Teachers</p>	<p>Termly Half-Termly</p>	<p>Reviews indicate that there is an increase in pupils’ participation, confidence and achievement levels.</p>
Key Objective Three: To provide appropriate support and resources to individual pupils who may experience barriers to learning and to provide support and guidance to individual parents if needed.					
Gender/ Disability/ Race Equality	<p>All children, but a particular focus on SEN, EAL and vulnerable children have greater involvement in all extra-curricular activities.</p>	<p>Review current engagement.</p> <p>Provide extra support/encouragement for SEN/EAL/Vulnerable children to participate in extra-curricular activities – identify and address any barriers.</p> <p>Participate in events –</p>	<p>Headteacher Deputy Head SENCO</p>	<p>Termly</p>	<p>All groups of children are engaged in extra-curricular activities.</p>

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		especially sporting ones that are specifically targeted for groups of children – i.e. Disability/SEN			
Race Equality	Children and parents for whom English is an additional language, can access the curriculum and school information.	Monitor parental engagement and address individual cases with additional support if needed.	Headteacher SENCO	Termly	All children and parents are fully supported in accessing the curriculum and school information.
<p>Key Objective Four: To ensure equality permeates through our school vision, values and aims so that everyone shows respects for others and everyone feels valued and proud to be who they are.</p>					
All	<p>All staff and Governors are aware of the Equality Statement and Plan, and understand their responsibilities.</p> <p>The plan is accessible to all via the school website.</p> <p>Promote equality by ensuring roles within the school are accessible to everyone.</p>	<p>Share Equality statement and action plan.</p> <p>Ensure racist incidents are logged and appropriate action is taken.</p> <p>Ensure staff know how to respond to racist incidents.</p>	Headteacher	Annually	Equality permeates through all aspects of school life for all stakeholders.
Gender/Race /Equality/ Disability	As the school staff is predominately white, female and British, we need to ensure that any staffing vacancies or volunteer posts are open to all who meet the job's criteria.	Create and refer to equality checklist when recruiting.	Headteacher Admin Team	As and when needed	Recruitment adheres to equality checklists.
Gender Equality	To ensure that boys and girls feel equally represented and valued in all aspects of school life.	Gain feedback from boys and girls.	Headteacher	Termly	Both genders are equally represented and valued in all

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		Review boys and girls attendance at different curriculum events and action any unequal representations.			aspects of school life.
All	To ensure all parents and children feel that their views are heard. To continue to seek feedback from parents in order to ensure effective methods of communication are in place.	Continue to develop 'Pupil Voice' Provide forums for parents and children to share views. HT to continue with 'open door' policy in school.	Headteacher	Ongoing	All views are listened to and taken into account when making school related decisions. Communication methods are constantly being reviewed.
Gender Equality	There will be more positive male role models in school.	Invite male role models into school to lead events/workshops.	Headteacher Curriculum Leads	Annual programme	Children are frequently exposed to male role models.