



## Promoting Resilience – Achieving Potential

### The Equality Action Plan 2021 – 2022

At Highwood Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

To further support pupils, raise standards and ensure inclusive teaching, we have set the following overarching objectives:

**Objective 1:** To 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.

**Objective 2:** To raise levels of attainment in core subjects for vulnerable learners.

**Objective 3:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff to receive a copy and to be published on school website.	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.	Headteacher / Progress Phase Leaders / Assessment Lead	March 2022	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan. Included on the website.
All	All children to have full access to the entire curriculum whether at home due to Covid-19 or at school (This also includes access to a device)	Monitoring of access to work provided in school and at home	Progress Phase Leaders	Ongoing	Children completing work set Children making progress in their learning

All	To ensure that children and staff continue to recognise that discrimination on the basis of: Religious belief, colour, ethnicity, learning difficulty, mental or physical disability, gender, sexual orientation, age or social orientation, age or social class is not acceptable	Policies to be available and raised throughout the year Curriculum to challenge all prejudice and community links made to strength understanding of different groups	Headteacher	Ongoing	% of incidents reduces with % of repeat offenders reduced term on term Staff demonstrate confidence in dealing with questions and seize all opportunities to address all discrimination
All	Ensure that the curriculum and learning experiences promote 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 Make use of role models to visit school and work with the children when possible	Curriculum Leads, through lesson plans and alternative experiences planned for the children	September 2021 - July 2022 (Yearly as the curriculum is reviewed each year)	Notable increase in participation and confidence of targeted groups. Children aware of the fact that being different is not a barrier to success
All	British Values and school values are promoted across the school and is embedded within the curriculum	Children's understanding of fundamental British Values and the co-operative values.	Progress Phase Leaders Curriculum Leaders	Ongoing	Review of British Values and School values featuring across the curriculum and the children have a good understanding and consider the impact this has on their life
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	All staff	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. involvement in the School Council by election), class assemblies, fundraising etc	School council representation monitored by race, gender, disability	PSHE Lead, Pupil Leadership and school council	Ongoing	Diversity in school council membership, Ambassadors, ECO committee
Race Equality Duty	Continue to identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group	Headteacher / Governing body	Ongoing monitoring in school Reporting: in GB meetings and to the LA when	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

		approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?		requested	
Socio-Economic (Vulnerable Groups)  Parental Engagement amongst vulnerable families	To raise levels of attainment in core subjects for vulnerable learners. Pupils in vulnerable cohorts make at least expected progress from KS1 to KS2 To assess progress of vulnerable cohorts more effectively providing them with the necessary and needed support to achieve expected levels at every stage of their school career  Review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	Through data analysis in school and national data. Identify slow rates of progress from regular assessment analysis focusing on vulnerable groups Use of Back on Track plans to monitor individual progress Monitoring of online learning	SLT Class teachers Progress Phase Leads, Assessment Lead, SENCo	Ongoing monitoring of data Throughout the year and during Pupil Progress Meetings	For DFE data to show that VA is above the national average for the majority of the following groups: Gender, PPG, EAL, SEND have the three-year trend. A large majority (85-100%) to achieve expected levels
SEN & Disability	Improve progress of SEND pupils through targeted interventions and quality first teaching  Support pupils with mental health and medical needs to self-regulate their learning	Through half termly data analysis, session drop ins, baseline / final assessment comparisons and book looks Use of Back on Track plans to monitor individual progress Monitoring of online learning	SENCo	Half Termly	Focus on in-class quality first teaching with less withdrawal from class to take part in interventions. Positive impact so far.
EAL	Improve outcomes of EAL children including attainment and progress  Support parental communication, particularly for those members of our school community whose first language is not English	Through half termly data analysis, session drop ins, baseline / final assessment comparisons and book look  Generate a register of bi-lingual members of our school community who are willing to support and help communicate/translate to	SLT Class teachers Progress Phase Leads, Assessment Lead, SENCo	Half Termly	EAL children will make greater gains in their learning and the gap will begin to close  Families from Afghanistan have been supported by families who speak Pashto and Dari

		parents with little or no understanding of English.			
Sexual orientation	To eliminate homophobic language and prejudices amongst the children and community.	Staff training on recognising and tackling homophobic behaviour. PSHE lessons linked to different types of bullying.	SLT	Ongoing	No. of incidents are extremely rare Staff demonstrate confidence in dealing with questions and seize all opportunities to address all discrimination
Disability	Children are seen as individuals and each child's education and care is to be developed in direct relation to their needs and abilities. This approach is to be based upon a sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, and behavioral methods, medical and diagnostic issues	Continue to be a fully inclusive school and work with children and their families to ensure the best possible educational experience as possible.  To be open and welcoming to all pupils and parents with disability; making arrangements where possible to accommodate them practically.	SLT SENCo All	Ongoing	Everyone involved in the school feels welcomed into the school and any areas that require updating to accommodate them are changed to ensure equality and equity