

Priority outcome 1: Eliminate racial discrimination, promote equality of opportunity and good relations across different racial groups in school.

	Year 1 Actions 2016	Impact	Deadline	Lead	Indicator of achievement	Years 2 & 3 Actions 2017-2018
1.	Review the Race Equality Policy.	<ul style="list-style-type: none"> School identifies action to be taken to tackle discrimination and to promote equality and good race relations across the whole area of school activity. 	Spring 2016	Principal	Race Equality Policy published and linked to relevant school policies. E.g. attendance, school uniform, behaviour	Review Policy in 2019
2.	All new and existing policy, procedures and practices to undergo race equality impact assessment on pupils, staff and parents, in particular the attainment levels of pupils from	<ul style="list-style-type: none"> Enables the school to address the needs of diverse groups at risk of disadvantage, promote good relations between diverse communities, and set priorities accordingly 	On-going	School Leadership Team	Race equalities impact considered for all new policies from 2016.	Continue to monitor policies, procedures and practices for adverse race impact Regular analysis reports provided to the Governing Body

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3.	Record racist incidents and to report them to the MAT Trust board annually.	<ul style="list-style-type: none"> Enables the school to tackle racially motivated incidents and bullying between diverse communities, and set priorities accordingly Ensure all visitors on site adhere to racial equality policies and procedures. Include an agenda item on the Behaviour Strategy meeting for racial incidents to ensure awareness is raised when an incident takes place. Amend the current racial incident form to ensure parents of victims are informed of action taken. 	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Summer 2016</p>	<p>Principal</p> <p>Principal</p> <p>Deputy Principal</p> <p>Principal</p>	<p>Incidents recorded, investigated in the school and reported to the Authority</p> <p>All visitors to site adhere to our school's racial policy and procedures.</p> <p>All staff aware of how racist incidents are dealt with.</p> <p>Feedback from victim's parents is positive once the cycle of investigation and action is concluded.</p>	<p>Continue to record, report and respond to racist incidents to encourage confidence of pupils and others of the robust nature of the reporting system.</p> <p>Regular reports provided to the Governing Body.</p>

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4.	Review strategies to ensure no child or family is at risk of radicalisation.	<ul style="list-style-type: none"> Staff aware of radicalisation and how this can be seen in families. Ensure all staff are aware of Prevent Duty and how to report any incidents of radicalisation. 	Summer term 2016	GC	All staff and governors undertake Prevent Duty training and are made aware of the Channel resource.	Continued refresher training for radicalisation undertaken in 2018.
5.	Clarify the process of reporting a racial incident with a flow chart.	<ul style="list-style-type: none"> Flow chart available for parents to clarify the process of reporting. 	July 2016	GC	Flow chart available on website for parents, carers and the community.	Review the impact of the flow chart.
Priority outcome 2: Promote equality of opportunity between disabled and non-disabled people; eliminate discrimination and harassment; promote positive attitudes to disabled people; encourage participation by disabled people in public life; and take steps to meet disabled people's needs, even if this requires more favourable treatment.						
6.	Set up working party for equality scheme	<ul style="list-style-type: none"> Membership to ensure that there is involvement of 	Spring 2016	Family Liaison Officer	Working party set up.	Working party meet to review the equality

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		disabled stakeholders regarding the duty.				scheme impact annually.
7.	Publish a disability equality scheme	<ul style="list-style-type: none"> The Scheme shows how the school is meeting its general duty to promote disability equality across all of its areas of responsibility. 	Spring 2016	School Leadership team	Scheme published	Reviewed in light of new information and at least every three years.
8.	Consider the induction of disabled children and families	<ul style="list-style-type: none"> To ensure all aspects of disability are discussed openly prior to the admission of a disabled child or family member 	Term 6 2016	SENCo	Initial questionnaire for parents allows them to express their needs should their child or a family member have a disability.	Review the impact of this in 2018.
9.	Raise awareness of elements of the duties with staff, governors, parents and pupils	<ul style="list-style-type: none"> All stakeholders aware of the duties under the DDA. Stakeholders aware of the broad definition of disability within the scheme 	Term 6 2016	Principal	Information passed to relevant people.	Ensure this happens with new staff, parents and governors.
10.	Gather and record information	<ul style="list-style-type: none"> Secure quality up to date data to enable 	July 2016	Secretary	Routine data collation system	Continue to update

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	<p>relating to disabled people (pupils, parents, staff and carers)</p> <p>Encourage the disclosure of information regarding disability by all stakeholders</p>	<p>the needs of diverse disabled people to be met. Use parent questionnaire to gather information.</p> <ul style="list-style-type: none"> • Improve involvement mechanisms to increase understanding of the views, needs, and preferences of disabled people at risk of disadvantage. 			<p>relating to disabled people established</p> <p>A unified response to the needs of disabled people by school staff. This includes the induction of relief, short term staff and volunteers.</p>	<p>information on a regular basis</p>
11.	<p>All new and existing policy, procedures and practices to undergo disability equality impact assessment on pupils, staff and parents, in particular the attainment levels of disabled pupils.</p>	<ul style="list-style-type: none"> • Enables the school to address the needs of disabled people. 	On-going	School Leadership team	<p>New policy statements take account of equality and opportunities for disabled pupils.</p>	<p>Continue to monitor policies, procedures and practices for adverse disability impact</p> <p>Regular reports provided to the Governing Body</p>

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12.	Extend the access to disabled role models to all children in the school through assembly and Paralympic days in order to celebrate the qualities of disabled persons in sport.	<ul style="list-style-type: none"> Children learn deep messages about disability and how disabled athletes and role models can perform at an international level. 	Ongoing	GC & PE Subject Leader.	<p>Four Paralympic sports days held by 2019.</p> <p>Disabled members of the local community invited to speak in assembly.</p>	Further Paralympic days held.
Priority outcome 3: Eliminate unlawful discrimination and harassment on the grounds of sex and promote equality of opportunity between women and men.						
13.	Publish a Gender Equality Scheme.	<ul style="list-style-type: none"> Scheme shows how the school intends to fulfill the general and specific gender equality duties. School revises and reviews the plan every 3 years and report on progress annually. 	July 2016	Principal	We have written a gender equality policy.	Review policy in 2019
14.	All new and existing policy, procedures and	<ul style="list-style-type: none"> To enable the school to address the needs of diverse 	Ongoing	School Leadership team	Progress and attainment of girls and boys show	Continue to monitor policies, procedures and

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	practices to undergo gender equality impact assessment on pupils, staff and parents, in particular the attainment levels of girls and boys.	boys and girls at risk of disadvantage. <ul style="list-style-type: none"> To ensure children are not disadvantaged because of their gender and that any patterns of progress relating to gender are addressed swiftly. 			limited or no gap in english and maths.	practices for adverse gender impact Regular reports provided to the Governing Body
15.	Parents may not know who to go to when confronted by issues relating to the equality scheme.	<ul style="list-style-type: none"> Clear path for parents to follow to enquire or raise concern regarding accessibility or equality. 	July 2016	MP	Flow chart in place for parents to follow and published on our website.	Review the chart for the impact on parent enquiries.