

Deansfield School Equalities Action Plan 2019 – 2020

Equality Strand	Equalities Issue	Action	How the impact will be monitored	Person responsible for implementation	Time frames	Expected Impact
All	Ensuring the equalities policy is embedded across the school community.	<p>Publish and promote the school action plan through web site, newsletter and PDM's.</p> <p>Provide CPD for staff to ensure Policy is implemented effectively.</p>	<p>Add questions to annual surveys to establish awareness and understanding.</p> <p>Behaviour logs Observations/learning walks</p>	Headteacher SLT	As soon as Policy is agreed by trustees	<p>All staff are familiar with the principles of the equality plan and use them to underpin planning and teaching.</p> <p>Pupils have an increased awareness of equality.</p> <p>Parents are aware of the practice and purpose that underpins the equality policy.</p>

Disadvantaged	There are gaps in progress and attainment between disadvantaged and non-disadvantaged	To identify discreetly disadvantaged (very small numbers) children and ensure QFT targeted intervention closes gaps	Through book scrutiny, data drops and pupil progress meeting	Headteacher SLT	Summer/Autumn 2020	Disadvantaged gap closed for those children who are discreetly disadvantaged children
Gender	Gaps in progress and attainment across school: boys' attainment lower in reading and writing, girls' attainment lower in maths.	<p>Planning in EYFS to promote opportunities for boys and girls to engage in literacy and maths proactively.</p> <p>Texts and topics selected that promote boys engagement.</p> <p>Girls encouraged to contribute ideas/build confidence in maths sessions through participation in collaborative activities.</p>	<p>Observations</p> <p>In year assessment</p> <p>End of year/Key Stage data</p>	<p>EYFS Leader</p> <p>SLT</p> <p>Assessment Leader</p>	Summer/Autumn 2020	<p>Data checks show gaps in progress and attainment narrowing between boys and girls.</p> <p>More boys reach GDS for reading and writing.</p> <p>More girls reach GDS for maths.</p>

		Regular data/progress checks to monitor progress and plan to address any progress concerns.				
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<p>Sexual orientation</p>	<p>Need to develop understanding of same sex relationships</p>	<p>Develop pupils' understanding of relationships.</p> <p>Ensure resources in school reflect different relationships and family contexts.</p> <p>CPD/development of staff awareness of key issues and strategies for developing pupils' understanding.</p> <p>Review and develop SRE curriculum across the school.</p> <p>Sharing information with parents.</p>	<p>Behaviour logs</p> <p>Observations</p>	<p>Inclusion Leader</p> <p>SLT</p>	<p>Summer/Autumn 2020</p>	<p>A greater understanding reduces incidents of homosexual labels being used in a derogatory way.</p>
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<p>Cultural Awareness</p>	<p>Need to promote respect, tolerance and understanding of different cultures within our diverse community.</p>	<p>Curriculum overview to be reviewed to ensure equal opportunities is reflected in all subject areas.</p> <p>Ensure assemblies reflect core values and positive role models/examples of historical figures from a range of cultures.</p> <p>Ensure PSHCE sessions support the development of skills of empathy and positive perception of others.</p> <p>Challenging negative statements of parents and children</p>	<p>Planning</p> <p>Observations</p> <p>Behaviour logs</p>	<p>Head of School SLT PSHCE Lead</p>	<p>Summer/Autumn 2020</p>	<p>Greater understanding and ability to empathise develops a culture of respect in school and reduces any incidents linked to intolerance or racist comments.</p>
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