

Breck Primary School

Equality Action Plan 2019-2023

Objective	Target Group	Action	Timescale	Monitoring & Evidence
<p>1. To improve the achievement of children from low income and disadvantaged families</p>	<p>PP Monitor socio demographic across the school</p>	<ul style="list-style-type: none"> • Tracking individual children • Tracking sub-groups • Focus – spelling/reading/phonics-streaming throughout school. • Intervention & monitoring through English coordinator through English Hub strategies • Enrichment through effective curriculum planning – Eco Pod, Creative Lab, Thematic Planning across the school • Effective CDP & training 	<p>May 2019 & ongoing</p>	<ul style="list-style-type: none"> • Assessment coordinator to effectively track data & sub groups of pupils • Assessment coordinator to feed information about cohorts to staff • Assessment coordinator to feedback information to Governors • English coordinator monitoring & moderation • Moderation through coordinator teams • SLT monitoring & moderation • Staff monitoring & moderation • Chronology of pupils – case studies
<p>2. To improve the achievement of children with SEN</p>	<p>SEN ECHP</p>	<ul style="list-style-type: none"> • Tracking individual children • Tracking sub-groups • Focus – spelling/reading/phonics-streaming throughout school. 	<p>May 2019 & ongoing</p>	<ul style="list-style-type: none"> • Assessment coordinator to effectively track data & sub groups of pupils • Assessment coordinator to feed information about cohorts to staff

		<ul style="list-style-type: none"> • Intervention & monitoring through English coordinator through English Hub strategies • Enrichment through effective curriculum planning – Eco Pod, Creative Lab, Thematic Planning across the school • Effective CPD & training • SENCO CPD • SENCO – liaise effectively with agencies / stakeholders to ensure best provision 		<ul style="list-style-type: none"> • Assessment coordinator to feedback information to Governors • Moderation through coordinator teams • SLT monitoring & moderation • Staff monitoring & moderation • Chronology of pupils – case studies • EHCP's • IPPs
3. To improve the achievement of children with EAL	EAL pupils	<ul style="list-style-type: none"> • Identify barriers to learning • Utilise expertise of EMTAS • Effective CPD & training • Appropriate resources • Ensure appropriate opportunities and provision to access the curriculum offered 	May 2019 & ongoing	<ul style="list-style-type: none"> • Assessment coordinator to effectively track data & sub groups of pupils • Assessment coordinator to feed information about cohorts to staff • Assessment coordinator to feedback information to Governors • Moderation through coordinator teams • SLT monitoring & moderation • Staff monitoring & moderation • Chronology of pupils – case studies

<p>4. To improve the attainment of all pupils in reading</p>	<p>All pupils</p>	<ul style="list-style-type: none"> • Tracking individual children • Identify barriers to learning • Plan specific interventions where appropriate • Tracking sub-groups • Focus – spelling/reading/phonics-streaming throughout school. • Intervention & monitoring through English coordinator through English Hub strategies • Enrichment through effective curriculum planning – Eco Pod, Creative Lab, Thematic Planning across the school ensuring the curriculum engages all pupils • Effective CPD & training 	<p>May 2019 & ongoing</p>	<ul style="list-style-type: none"> • Assessment coordinator to effectively track data & sub groups of pupils • Assessment coordinator to feed information about cohorts to staff • Assessment coordinator to feedback information to Governors • English coordinator monitoring & moderation • Moderation through coordinator teams • SLT monitoring & moderation • Staff monitoring & moderation <p>Chronology of pupils – case studies</p>
<p>5. To promote understanding and respect for differences</p>	<p>All pupils</p>	<ul style="list-style-type: none"> • Development of PHSE curriculum through 'Life Education Bus's – SCARF resources • Anti-bullying • Behaviour policy • Equality • British values & prevent policy & procedures – assemblies targeted , planned & focused 	<p>May 2019 & ongoing</p>	<ul style="list-style-type: none"> • Anti-bullying log & file • Behaviour logs & file • Racial Incidents logs and file

		<ul style="list-style-type: none"> • SRE curriculum developments 		
6. To ensure that EYFS induction materials promote the schools stance for Equality.	Parents/carers	<ul style="list-style-type: none"> • Home school statement 	June 2019 & annually	<ul style="list-style-type: none"> • Materials held within the schools Induction Packs
7. Increase the representation of Local black and minority ethnic communities as School Business Leaders and Teachers.	SBM School Leaders	<ul style="list-style-type: none"> • Facilitate capacity for SBM to engage with the advisory board through release of meetings and SBM establishing networks. • Support of SBM, Maria Taylor on the ISBL National Advisory Panel re. Recruitment with regard to race, gender and disability. 	over a 4-year period, from July 2020 to July 2024	<ul style="list-style-type: none"> • Initial meeting – inform governors of impact. • This group increases diversity within the workforce in relation to the percentage representation of the locality.
8. Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination	Staff Governors	<ul style="list-style-type: none"> • Develop a matrix for staff and governors for selection panels including SCITT, ITT selection panels. • CPD & training for staff and governors regarding safer recruitment and equal opportunities. 	By the beginning of the next academic year.	<ul style="list-style-type: none"> • Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. • SCITT selection panels include staff from The Breck. The SBM as part of her advisory panel work will complete an audit and compile a matrix.

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