

Willow Bank Infant School Equality Action Plan

Our School is committed to developing a three-year strategy involving a policy, action plan and procedures to assess the impact of our Equality agenda. This shows how our school will promote equality and community cohesion and strive to remove discrimination in all areas of school life.

COMMUNITY COHESION / all equality strands	
Action	Impact
School to parents and the community 1. Celebrate cultural diversity 2. Encourage children to appreciate each other's cultures and talents	Children have positive self-image. Their work displayed around the school or their cultures and religions are shared with the class. Postcards sent from their holidays. Activity days and events that celebrate different cultures- e.g. Bollywood dancing workshop, Chinese cooking in class etc.
Family learning 1. support parents to work with school in raising achievement 2. Have regular curriculum-based weeks where parents are invited to contribute to children's learning (i.e. Maths, Science, Creative and Black History)	Workshops focusing on different curriculum subjects e.g. Maths, English and Phonics. Close links with Willow Bank Junior School and transition. Good turnout for events, parents/carers very supportive. Attendance at Woodley Carnival. Parenting group sessions for Looked After and Adopted Children. Parents given opportunities to share ideas and experiences and come up with solutions through regular surveys.
Targeted underachieving ethnic groups 1. Highlight the importance of children regularly attending school 2. Through working in partnership with parents provide opportunities to discuss any concerns/issues 3. Ensure vulnerable children's needs are met through being in a nurturing environment with mentoring support and by following a more personalised curriculum	Vulnerable children are supported and encouraged to attend school, even having a soft start or an earlier start to suit. School attendance has slightly risen this academic year from 91.16% to 91.74%. Sensory circuits are run for vulnerable children, amongst others, every morning of the week. Enrichment sessions provided to support development of minority children's speech, language and vocabulary.

2 RACE	
Action	Impact
Promote equality of opportunity: 1. Monitor take up of clubs etc. Encourage under-represented groups. 2. Seek views of pupils & parents with guidance from LA; follow up if inequality is reported 3. Continue to extend resources for teaching children who are new to English	Monitor take-up of clubs. Development of resources to support New to English children. Interpreters are provided for families who are unable to bring a friend to parents' evenings. Surveys are sent out to families regularly which seek opinions on safety, happiness and unacceptable behaviours.

<p>4. Build up resources for curriculum units, to increase access to English e.g visual aids, pictorial vocabulary</p> <p>5. Monitor the ethnic profile of pupils receiving interventions</p> <p>6. Monitor the attendance of parents/carers at consultation meetings by ethnicity and other equality strands. Ensure they are notified that they can bring a friend or relative to interpret. In cases where this is not possible, provide interpreters.</p>	<p>Widgit programme purchased and installed for use around school supporting language development.</p> <p>Widgit used to support visual aids in class.</p> <p>Provision map for school wide interventions.</p>
<p>Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Any discriminatory incident to be formally recorded and reported termly WBC. Regular review of the policy, following consultation/discussion with stakeholders</p> <p>Curriculum enrichment activities. Pupil Tracking meetings with HT/DHT and teachers to assess children's progress, identify any barriers to learning that may have been created by race, gender, disability (SEND & academically more able) and background and then plan and carry out interventions as appropriate. These interventions are then to be monitored under the same process.</p>	<p>Staff and Governors to attend Safer recruitment training and be clear of the procedures necessary to ensure there is fair employment practice.</p> <p>Children interact with people from different backgrounds and build positive relationships, including links with different schools and communities. Displays of children's work in classrooms and corridors demonstrates their understanding of diversity in terms of race, gender and ethnicity. The regular Pupil Tracking Meetings held to review progress, monitor interventions and set new targets has ensured that children make progress due to appropriate interventions. Children participate in a range of cultural events throughout the year and in so doing have improved awareness and understanding of different communities e.g. Diwali, Christmas, Eid. All children are given the opportunity to make a positive contribution to the life of the school</p>
<p>Eliminate racist harassment:</p> <p>Promote harmony and follow up any harassment. Use assembly and the curriculum to build harmony & understanding and to challenge racism and harassment and promote equality for all.</p>	<p>Ongoing. Regular circle times and PSHE sessions to support inclusion. Our annual Friendship Day highlights the importance of celebrating and appreciating differences. Children are respectful towards each other and work well together.</p>
<p>Other actions required: Review curriculum content to ensure diverse experiences are represented e.g contributions of different ethnic groups to art, history, science etc.</p>	<p>Curriculum provides diverse experience for all children.</p>

GENDER	
Action	Impact

Analysis of all pupil achievement and performance by gender: Analyse tracking sheets and targets	The significant differences between boys and girls are recognised and challenged through the School Development Plan. Refer to HT reports to governors and annual school reports for more data.
Range of gender friendly teaching styles and strategies: Planning to include a variety of styles to meet the needs of boys and girls	Ongoing. Planning ensure children have the opportunities to present work in a variety of way, which addresses children's individual needs.
If all things been equal recruitment of male staff to ensure more equitable balance	At present 1 male teaching staff member for PE and 1 site controller. Too few males applying for posts within the school.

DISABILITY EQUALITIES	
Action	Impact
Review accessibility plan: Ensure access for all needs represented in our community	Follow actions highlighted on the plan and ensure that regular needs analyses occur for children and staff members to ensure equitable access.
Analysis of all pupil achievement and performance by need: Analyse tracking sheets and targets	Refer to HT reports to governors and annual school reports for data. Generally, SEN children make good progress form their starting points.
Training: Staff training on SEN linked to disability	Speech and Language Therapists, Occupational Therapist, Educational Psychologist and the school nurse have delivered training and support, providing staff with strategies to use in the classroom and when on trips. Training this year has included strategies to support children who are on the autistic spectrum. A great deal of SALT training and Attachment support has occurred this year.

ALL EQUALITIES	
Action	Impact
Staff and governing body representation of community make-up: Recruit members that reflect the community	Good cross section of governors will represent the community better-encourage a variety of governors to apply for the roles.
Range of citizenship projects/activities: Sponsor a variety of charities	Ongoing. Money has been raised through non-uniform, Pudsey, red nose and sports relief days and also donations.
Monitoring of behaviour and exclusions	Ongoing. Refer to HT reports to governors