

WILBURY PRIMARY SCHOOL

EQUALITIES OBJECTIVES ACTION PLAN

Published May 18. To be renewed Oct 2020. Most recent update N/A

Objective	Affected group	Success criteria	Person responsible	Actions May 18 – May 19	Comment at annual review Comments – May 18
To raise the engagement and attainment of girls in STEM subjects	Gender inequality	A higher percentage of girls achieve higher levels (WAGD) in maths and take more part in other STEM lessons/clubs.	DHT	Girls in top set maths are focus of progress meetings to ensure progress is in line with boys Raise the profile of science across school for girls through use of science lab, science, secondary science day, girls careers in STEM day	
To ensure children with disabilities make excellent progress through the school compared to national figures	Disability inequality	Evidence shows clear significant progress in learning for children with SEND, through portfolios, Raiseonline data and in-school data.	Asst Head Inclusion	To ensure that support plans for children on SEND register (K) are effective in supporting learning. To revise the Accessibility Plan for both physical and learning aspects of the school. To monitor the portfolios of children with EHCPs to ensure progress is evident. SENCo to monitor access for children with SEND (focus year 3+5) and support teachers to ensure inclusion is effective	
To foster good relations and cohesion by encouraging participation of all ethnic groups across staff, parents and children in all aspects of school life	Ethnic inequality	Over time, the school staff community will reflect the wider community more closely. Under-achieving ethnic groups will work closely with school to raise attainment of the group		To actively encourage applications for volunteer, and paid posts, including Governors, which reflect the school community across ethnic groups. To celebrate religious events of key religions through assemblies, fairs, RE curriculum, and encourage no one to exclude themselves/children from this. To encourage parents within underachieving ethnic groups to become more involved in their child's learning through specific interventions/groups	
To eradicate bullying of all types, in particular race and religious bullying as well as peer on peer bullying	Religion and Belief	Records of bullying, including peer on peer, as well as racism, show nil return Any incidents dealt with quickly and effectively Children's questionnaires show they feel safe in all areas of school	Asst HT for Inclusion PSHE co-ord	Anti-bullying week celebrated in Nov 17 with a theatre group and assemblies to support this. Bullying and racist incidents monitored closely. To develop staff understanding of bullying and in particular peer on peer and how to deal with this. CEOP workshops focus in year 6 summer term for parents and children.	
To ensure that all children recognize their responsibility to respect each other, regardless of background, religion, race, gender, gender identity, sexual orientation and to prevent any kind of extremist ideas or language being used or promoted within the school or the wider community	Religion and Belief	All adults are aware of systems in place for recognizing and reporting potential concerns. Children can articulate the need to celebrate differences within our community. Children can explain their responsibility to accept others for who they are and respect them even if they are different		Training all staff and Governors on PREVENT through CP training annually. Ensure everyone is able to recognize and report potential signs of radicalization or extremism. INSET to focus on how we can promote PREVENT aims through the curriculum. Promote the school aims of celebrating diversity and valuing differences within our community in assemblies, community events etc	

