

## HALL MEADOW EQUALITY AND DIVERSITY PLAN

<b>REVIEW OF PREVIOUS PLAN</b>		
<b>ACTION</b>	<b>IMPACT</b>	<b>FURTHER ACTION REQUIRED</b>
Monitor and analyse pupil achievement by race, gender and disability and act on trends or patterns in data that require additional support for children.	No identifiable group of pupils underachieving over the past 3 years.	Maintain the practice of analysing pupil achievement across all groups. Continue to implement target support for pupils with disabilities.
Ensure that the curriculum promotes role models and heroes that young people positively identify with which reflects the school's diversity in terms of race, gender and disability.	Expansion of the global curriculum to reflect school population. Improvements in the language of diversity used by the children and opportunities for children to observe positive role models.	Manage the community's occasional lack of inclusion when there is a perceived threat from a child with higher needs or a false assumption that the quality of provision will be compromised for children whose needs are less demanding.
Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	A range of positive role models available to the children. With opportunities to learning about difference in cultures through the creative arts.	Provide more challenge and positive role models for girls so that they may explore wider professional possibilities away from stereotyped notions of employment.
Recognise and represent the talents of disabled pupils in Gifted and Talented Programmes, and ensure representation on the programme fully reflects the school population in terms of race and gender.	A significant increase in opportunities for pupils with disabilities to participate in sporting events. Greater balance of boys and girls achieving at higher level across different areas of learning but this requires continuous monitoring.	Through curriculum opportunities, promote higher interest levels in activities that move beyond gender stereotypes so that boys and girls are more widely represented across the range of curriculum subjects.
Through PSHE, assemblies and set activities continue to challenge children's stereotypical views linked to race, gender and disability.	Incident of racism are low. There has been some improvement in relation to stereotyped behaviours but there is a need for some children to be able to show resilience in making choices away from stereotypical patterns.	Continue to offer children a variety of experiences through assemblies and curriculum days which challenges stereotyped notions.
Identify, respond and report racist incidents and report accordingly.	Two formal racist incidents recorded over the past three years which were confined to the younger children. The older children demonstrate a strong sense of justice in relation to an understanding of the need to respect and accept differences in culture.	Continue to record and respond to incidents of inequality accordingly and by increasing pupil awareness through values and inquiry education.

Through Class Forum discussions, survey the views of pupils to ascertain their views on equality and diversity and suggest improvements in practice.	Voice has led to curriculum changes and greater opportunities for physical activity in the playground. Children report that they would like verbal incidents that are offensive treated in the same manner as physical breaches of school rules.	
Encourage girls and boys to uptake sports activities traditionally through to be gender specific such as Taekwon Do, Dance, skipping, girls football etc.	Good uptake for martial arts for boys and girls with a weekly club running at schools. Football available to both boys and girls but little interest shown by girls. A significant increase in sporting opportunities has been possible through our Sports Partnership. Boys participate in the netball club and enter competitions alongside the girls.	Continue to offer a range of unfamiliar sports to girls and boys through our sports partnership.
Ensure all pupils are given the opportunity to make a positive contribution to school life through involvement in the Council, class assemblies, fund raising etc.	Following a review of the existing school council this no longer exists in the same format. Class Voice discussions each term were through to be more democratic. Regular weekly child led assemblies have been introduced and this has had a positive impact on children's capacity to bring in ideas and values that are of interest to them. This secures higher levels of pupil engagement and sense of belonging. Leading citizens have been introduced at year 5 and year 6.	Continue with Leading Citizens programme. Continue with child led assemblies. Continue with the Leading Citizen programme.
Continue to explore learning styles of pupils so that we more readily meet the needs of male learners.	Boys and girls make similar levels of progress and the gender gap in attainment on entry closes as the children progress through the school.	Ensure that boys continue to make good levels of progress in writing and that there is not a widening gap between reading and writing.
Ensure that signage is appropriate to welcome partially sighted visitors.	New signage (black on yellow) around the school to welcome visitors to the main reception area.	Ensure that we make use of audio equipment for school events to accommodate the needs of persons with hearing difficulties.
Ensure that access to the curriculum is assured for disabled pupils by liaising with the disability team to loan resources.	Pupils with disability make good progress. Where this is not the case, specific intervention is put in place or there are alterations in timetabling to secure adequate access to the curriculum.	Ensure that access to the curriculum is assured for disabled pupils by liaising with the disability team to loan resources.
Celebrate cultural events throughout the year and	RE scheme serves as a strong plateau to develop	Increase visits to places of worship.

celebrations linked to world religions.	children's knowledge and the children are able to talk about different cultures and world religions.	Continue to challenge children's existing world view through values education and inquiry attitudes.
Continue to develop links with other local, regional and international schools via visits, internet and our learning platform.	Link and overseas visit established in Jamaica and opportunities for children to learn about relativity of poverty. Children able to provide support for children in greater need than themselves. Positive aspect of strong community bonds and spiritual development introduced to the children.	Develop community links through our Teaching School. Bid for international project linked to Erasmus+ and international collaborative projects.
Continue to develop our curriculum so that it broadens the children's awareness of global issues and meets the criteria for International School status.	International School status awarded and credited as an outstanding example of practice. Children awareness of global issues broadening.	Reaccredit t of International School Status and encourage staff development through partnerships with schools in a European context.

### DEVELOPMENT PLANNING FOR NEXT THREE YEARS

EQUALITY STRAND	ACTION	How will the impact of action be monitored?	Person/s Responsible	Time Scale	Success Criteria.
All	Maintain the practice of analysing pupil achievement across all groups. Continue to implement target support for pupils with disabilities.	Monitored by senior leadership team.	LC/BR	On going	All groups of children making comparable levels of progress and no significant gaps in attainment across different groups.
Disability Equality Duty	Manage the communities' occasional lack of inclusion when there is a perceived	Monitored as an aspect of SEN provision.	SP/LC	On going	Community awareness of the need to attend

	threat from a child with higher needs or a false assumption that the quality of provision will be compromised for children whose needs are less demanding.				specifically to some children's needs. Ensuring that meeting the needs of one group is not prejudicial to the needs of another.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with which reflects the school's diversity in terms of race, gender and disability. Expand this across international communities.	TLR monitoring as an aspect of developmental priorities.	SM	July 2015	Positive images across groups available for the children. Children able to speak positively about difference and similarity.
Race Equality Duty	Provide opportunities for EAL families to come into the school to increase social inclusion and opportunities to discuss any pertinent matters.	As an aspect of EAL monitoring.	JK/SM	September 2016	High levels of engagement in school life for EAL pupils and their families.
All	Provided focused cultural days so that children can explore preparation for life in Britain.	TLR monitoring as an aspect of developmental priorities.	SM	July 2015	Children aware of multicultural nature of modern Britain and tolerant and respectful of difference and similarity.
All	Increase curriculum opportunities for international school visits abroad.	As an aspect of International Schools work.	TCW	On-going until September 2016	Children develop a growing awareness of children in living different contexts.
Gender Equality Duty	Provide more challenge and positive role models for girls so that they may explore wider professional possibilities away from stereotyped notions of employment.	As an aspect of school evaluation.	All staff	July 2015	Girls and boys feel comfortable in making choices for themselves without feeling a need to conform to stereotypes.
All	Through Philosophy for children, provide	KP to monitor as an	All teaching	July 2015	Children able to discuss

	opportunities for the children to challenge media stereotypes.	aspect of curriculum development and TLR.	staff		patterns of stereotyping commensurate with their age.
All	Through our inquiry curriculum, provide opportunities for the children to address issues that impose inequality on particular groups (including animals) and to suggest possible solution to the issues explored.	TLR monitoring as an aspect of developmental priorities.	SM	September 2016	Projects lead to a greater awareness of inequality.
Gender and Race Equality Duty	Continue to offer children a variety of experiences through assemblies and curriculum days which challenge stereotyped notions.	SM to monitor as an aspect of TLR development.	All	September 2016	Children's awareness of gender issues and the right to make choices.
Race Equality Duty	Continue to identify, respond and report racist incidents. Report to the Governing Body incidents as necessary.	Through SIMS logging and Head's report to governors.	LC	July 2017	Incidents reported and follow up to secure a resolution.
All	At an appropriate level commensurate with their age, introduce the children to differences in life choices linked to relationships.	Monitored through pupil voice and curriculum organisation.	All teaching and support staff	July 2017	Awareness of different life choices and people's right to choose consenting relationship without judgement.
Gender Equality Duty	Continue to offer a range of unfamiliar sports to girls and boys through our sports partnership.	Monitored through opportunities provided and uptake of these.	Lead for PE JS		Good levels of uptake for different sports or children awareness of their right to choose.
All	Continue with Leading Citizens programme to encourage higher levels of engagement in school life and a sense of responsibility.	Monitored as an aspect of TLR school development priorities.	SM	July 2016	Children supporting one another socially and emotionally across all groups.
All	Continue with weekly child led	Monitored by outcomes	LC	Review July 2015	

	assemblies.	of assemblies and children response to these.			
Gender Equality Duty	Ensure that boys continue to make good levels of progress in writing and that there is not a widening gap between reading and writing.	Monitored by work scrutiny and annual performance data.	LC	Review annually	Good progress in writing for all boys and no difference in gap for reading and writing between girls and boys.
Community Cohesion	Ensure that access to the curriculum is assured for disabled pupils by liaising with the disability team to loan/purchase resources.	Lesson observation/progress data and pupil voice.	SP	Review annually	Resources securing good development for children with disabilities.
Community Cohesion	Increase visits to places of worship. Continue to challenge children's existing world view through values education and inquiry attitudes.	Monitor via curriculum map.	All teaching staff	Review annually	All classes have at least one visit to a place of worship each year. Tolerance of different belief systems.
Community Cohesion	Develop international schools work and encourage interaction with children in other settings.	Monitor via Erasmus+ monitoring and accountability formats.	TCW	September 2016	Interaction between children supporting awareness and tolerance.
Community Cohesion	Develop learning partnerships with other children across our Teaching School Alliance and as part of our National Support work.	Monitor as part of Teaching School accountability and quality assurance/Pupils voice.	LC	Review annually	Children developing an awareness and understanding of others in their community.
Community Cohesion	Encourage participation in community events and sports activities through our partnership with other schools.	Report on PE funding.	Sports Leader	Review annually	Development of social and emotional citizenship skills.
All	Continue to record and respond to incidents of inequality accordingly and by increasing pupil awareness through values and inquiry education.	Reports of incidents.	LC/AT/BR	Review annually and report to governors	Issues linked to inequality reported and responded to and an inclusive culture

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