

**Equalities Action Plan 2017-2020** The Action Plan will be reviewed and updated annually

| Equality Strand  | Action and links to School Development Plan  | How will the impact of the action be monitored?   | Who is responsible for implementing? | What are the time frames? | Intended Outcome  |
|--|--|---|--------------------------------------|---------------------------|---|
| ALL: Bringing equality procedures and practices into line with Equality Act  | Ensure all new policies give due consideration to equality requirements, including British Values and the 'Prevent Duty'.  | Feedback from all stakeholders, including parents via website links.  | Governing Body                       | Ongoing                   | Policy reviews ensure equality requirements are addressed.<br><br>Feedback is acted upon.   |
| ALL: Bringing equality procedures and practices into line with Equality Act  | Ensure staff are updated/trained annually in aspects of equality   | Feedback from all stakeholders.   | Headteacher                          | Autumn Term               | All staff are reminded of our commitment to treating all employees, learners and potential learners, and their parents and carers, as of equal value.   |
| Equality of opportunity and Participation                                    | Ensure disadvantaged children, (CLA, 2yoff, EYPP) are supported at Kingswood to reduce disadvantage and diminish the difference.<br><br><i>(Links to SDP Priority 4)</i> | AM7, Pupil Progress Meetings, data analysis, Provision maps, feedback from parents and linked professionals supporting individual children. | Headteacher and Key Persons          | Reviewed 4 times a year   | Analysis of cohort, group and individual needs informs planning.<br><br>Headteacher, staff and Governors have a clear understanding of attainment and achievement.  |
| ALL: Bringing equality procedures and practices into line with Equality Act  | Summarise data to identify groups with gaps in achievement in nursery and pre-school (Boy/girl, SEND, EAL, BME, EYPP, 2yoff)   | Assessment Manager 7 data   | Headteacher and Key Persons          | Reviewed 4 times a year   | Analysis of cohort, group and individual needs informs planning.<br><br>Headteacher, staff and Governors have a clear understanding of attainment and achievement.  |
| Disadvantaged group – EYPP (Specific, measurable objective to close the gap) | To improve the attainment and progress of EYPP children  | AM7, Pupil Progress Meetings, data analysis, Provision maps, feedback from parents and linked professionals supporting individual children. | Headteacher and Key Persons          | Reviewed 4 times a year   | Children's skills will show clear progression throughout the year – with the majority (51 - 64%) of EYPP children to make better than expected progress in the prime areas of learning (4 steps of progress). |