

FALCONHURST SCHOOL
SINGLE EQUALITIES ACTION PLAN
2021-2022

Equality Strand	Objective	Actions	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success Criteria
All	All newly appointed staff to understand the importance of ensuring that the principles of the Equality Plan are modeled and adhered to on a daily basis.	<ol style="list-style-type: none"> 1. Include the SEAP policy and plan within the induction pack for all newly appointed staff 	<ol style="list-style-type: none"> 1. Follow-up discussion 4-6 weeks after commencing employment to check understanding and recall of approaches within school. 	<ol style="list-style-type: none"> 1. Office 2. HT or AHT follow up meeting 	Ongoing from April 2021	All newly appointed staff have an awareness of the plan and are able to demonstrate how the plan is evident in their everyday work in school.
Gender Equality	To ensure that gender gaps in English writing progress measures throughout school are targeted, monitored and narrowed.	<ol style="list-style-type: none"> 1. Relevant Leaders (MG and EJ) are advised of the objective 2. Leaders consider ways in which the objective can be met and report back 3. Resulting actions are undertaken across school 4. Consideration of how POP tasks across range of subjects can inspire boys writing and contribute to accelerating rates of progress 5. Technology to enrich writing and engage reluctant writers fully explored 	<ol style="list-style-type: none"> 1. Termly monitoring of progress measures 2. Pupil interviews to understand barriers and successes 3. English Leader monitoring and leadership reviews. 	Relevant Subject Leaders	Year group outcomes	<ol style="list-style-type: none"> 1. Year group monitoring shows that gender gaps in progress from April 2021 across school are reduced or eliminated so that the end of year English progress outcomes are broadly similar for boys and girls. 2. Ongoing focus on gender indifference in writing ensures no progress gap between boys and girls by July 2022.

Race Equality Duty	<p>To ensure that our renewed curriculum promotes role models and heroes from diverse cultures which our children can positively identify with.</p>	<ol style="list-style-type: none"> 1. Identify opportunities within pathways for e-learning, visits, speakers, texts and artefacts which can enrich the current offer and ensure greater connections for children seeking role models or positive affirmation. 2. School recommences attendance at youth SACRE and develops by considering how the impact of this can be shared more widely across school. 	<ol style="list-style-type: none"> 1. Curriculum map over the year will evidence greater opportunity for improved cultural awareness 2. Inclusion of our contribution, thinking and approaches to diversity on our website. 3. Capturing thoughts, views and opinions from children after time spent at the Youth SACRE 	<p>Head Teacher Emily Creighton</p>	<p>Pathway Maps to be reviewed in readiness for September 2021</p> <p>Website updated to reflect racial diversity and equality (SACRE) by July 2021</p>	<p>Evidence of opportunity and links to racial and cultural diversity within our newly revised curriculum pathways.</p> <p>Specific button on website to raise profile of Race Equality and the welcoming of diversity on the school website.</p>
Disability	<p>To raise pupils' awareness and understanding of specific disability issues</p>	<ol style="list-style-type: none"> 1. Develop a growing school awareness of speech and language difficulty 2. Ensure that Widget symbols are more prevalent around school and used consistently with children where there are emerging levels of speech and language 3. Work with staff from Nursery to Year 2 to develop a language for signing alongside phonics. 4. Further embed staff awareness of using PECS for children in Early Years and Year 1 with specific language difficulty. 	<ol style="list-style-type: none"> 1. Learning Environment checks and monitoring from SENDCo for the consistent use of Widget symbols 2. Feedback from class teachers 3. SEND provision monitoring shows PECS being used appropriately by relevant staff. 4. 1:1 feedback from pupils where signing or use of symbols is necessary 	<p>SENDCo L.Bonham</p>	<p>Starting September 2020 and reviewed termly</p>	<p>Children across EYFS and KS1 are able to see signing as a standard and acceptable practice within school.</p> <p>Children are more able to communicate needs, wishes and feelings via PECS in class and on the playground.</p>