

APPENDIX 3

(Insert School Name.....)

Accessibility Action Plan and Published Equality Objective – 2022-2026

This plan has been approved by the Trust and should be used and adapted by each individual academy within the Trust to suit their own settings and published on their website along with this Equality Policy.

This plan complies with “The Equality Act 2010” and the Public Sector Equality Duty (PSED) including publishing an equality objective.
 (insert staff role) monitors this as part of their duties relating to the School Improvement Plan which this is allied to.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Plan through the Trust website. Each academy to publish the Equality Plan on their academy website. Promote equal opportunities for its entire workforce, tackling bullying and discrimination whenever it occurs (This is the Trust’s published equality objective)	Noting staff and parent awareness of principles of the Equality Plan	Executive Headteacher/ Headteacher / Designated Member of staff	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Headteacher / Governing Body	Termly progress reviews	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.

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.	Increase in pupils' participation, confidence and achievement levels	Headteacher / SLT	September 2019 onwards	Curriculum reflects principles of the Equality Plan
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity monitor through PSHE	Headteacher	September 2019 onwards	More diversity reflected in school displays across all year groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or cooption), class assemblies, fund raising, pot of fairness, etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	September 2019	Key school roles are shared fairly among pupils
All	Ensure reward systems for Behaviour , attendance, effort and achievement do not discriminate on any covered by the protected characteristics or on grounds of ill health	Review of award systems / celebration events.	Executive Headteacher(CEO) / Headteachers / Designated Member of Staff	Ongoing	Reward systems are fair and proportionate and do not discriminate on any covered by the protected characteristics or on grounds of ill health

Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Local Governing body / Local Authority on a termly basis.	The Headteacher / Local Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year	Headteacher / Local Governing body	Ongoing	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
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		group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?			
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, and boys to take up dance to make participation rates more reflective of the school population.	Noticeable participation of girls and boys in sports clubs and out of school sport activities.	Member of staff leading on Sports / PE	Ongoing	More girls and boys take up after-school sports clubs

Disability Equality Duty	Children with disabilities can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies	Monitoring involvement of children with disabilities	SEND Coordinator	Ongoing	Children with disabilities clearly taking part in all aspects of school life
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments