

Gordon Primary School Equal Opportunities Action Plan 2022-2025

This three-year Action Plan is Appendix to the school's Equal Opportunities Policy. It is reviewed on an annual basis.

Issue to be addressed	What will the impact be?	Action to be taken	How will the action be monitored	Who will be responsible	Timeframe
To further eliminate discrimination in line with protected characteristics, including bullying, cyber bullying	- Incidents of bullying related to protected characteristics will be reduced. - Staff remain up to date and able to respond to challenging situations	- Revise systems for recording discrimination and ensure that all staff are aware of these and their role. - Develop the role of Rights Respecting School Ambassadors - Raise whole school awareness of E-safety (including cyber bullying) through platforms such as Parentzone - Engagement with Hate Crime production as possible.	Analysis of behavior tracking records and bullying / racist incident reports	SLT	Ongoing
Further enhance engagement in creative activities in order that all children's talents can be recognized	Equality of opportunity by ensuring that all children's talent is recognized, shared and rewarded	- Employment and retention of specific Music Teacher - Enhance the provision of music across the school - Provide a before/after school Music Club	Analysis of levels of engagement by pupils in creative activities	SLT Music Teacher	Ongoing
To enhance participation in sport, so that all children can partake in meaningful and purposeful sporting activities.	All children can take part in sport, regardless of gender or disability.	- Specific sports clubs and competition entrance based on gender, so that girls and boys have full access to the same opportunities. - Host specific competitions for children with gross motor needs and engage with other schools to provide this - Development of specific clubs to support children with physical disabilities.	Analysis of engagement. Pupil interviews.	SLT	Ongoing
Continue to raise attainment of children with Special Educational Needs and Disabilities	Children with Special Educational Needs and Disabilities attain well within our school.	- Build on existing Wave 2 intervention to enhance progress. - Deliver training for staff related to identification and response to SEND. - Implementation of person centered planning. - Ensure that planning takes into account children's needs and existing practice continues to be built upon.	Pupil Progress Data End of Key Stage assessments	SLT SENCO Class teachers	Ongoing
Ensure that displays in the school consistently reflect the changing school community and are accessible.	- All groups within the school will feel valued. - Displays are accessible to all.	Reinforce with staff the rule that all children's work should have an opportunity to be displayed each year.	Learning walks. Pupil interviews.	SLT	Ongoing

		• Ensure that displays related to all religions are displayed throughout the school year. • Ensure that coverage of a wealth of areas and subjects is evident. • Ensure that displays have appropriate labels.			
To ensure equal access to information for all parents	• Information is accessible for all regardless of socio-economic status or ability to read.	• Build upon implementation of new data protection requirements to ensure information request process is accessible. • Ensure website has translation services. • Evaluate use of different methods of communication and consider different approaches, including use of video. • Safeguard processes by which information is accessible for those families who do not have computers.	Monitor parental response and engagement.	SLT	Ongoing
Ensure all staff are confident to respond to children with specific medical needs.	• More positive experience for staff and children.	• Annual epi-pen and seizure training. • Specific training with key staff members as identified. • Ensure that extended team, working within vicinity of key child are aware of needs and fully understand them. • Ensure information is passed at transition time.	SEN reviews Care Plan reviews Conversation with children, parents and staff	SENCO	Ongoing
Ensure that texts used in school recognise the variety of backgrounds and family types which exist within our community. Ensure that assemblies address these themes.	• Pupils will be exposed to texts which allow children to consider different backgrounds and family types.	• Audit of current texts in relation to content related to equal opportunities. • Use stonewalls' resources to identify texts which may provide different role models or enhance understanding. • Order new texts as required. • Ensure that staff are supported to respond to children's questions about new texts. • Plan and deliver relevant assemblies.	Interviews with pupils in relation to book content.	English Co-ordinator PSHE Co-ordinator	Ongoing
To improve the impact of provision and intervention programmes so that all pupil groups, including mid-phase admissions, boys and girls, ethnic groups, EAL and FSM achieve well compared to the national benchmarks.	• All children have equal opportunity to make educational progress regardless of background or need.	• Enhanced awareness of pupil groups for class teachers, including focus groups. • Support teachers to better use data to plan for improvement. • Targeted intervention linked to best practice examples.	Analysis of performance data.	SLT SENCO Class teachers LSAs	Autumn 2022 Spring 2023 Summer 2023