

ST. JOHN'S EQUALITY ACTION PLAN 2017-2020

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	St. John's Equality Policy agreed by the Governing Body	Revised Equality policy discussed and adopted.	Head teacher Deputy Head (TW)	Completed	Policy published and available for dissemination to staff.
All	Publish and promote the Equality Policy through the school website, newsletter and staff meeting.	Parents are aware of the Equality Policy.	Head teacher Deputy Head (TW)	Term 1 & 2 2017-18	Staff are familiar with the principles of the Equality Policy and use them when planning lessons and creating displays.
All	Continue to monitor and analyse pupil achievement by race, gender, socio-economic background and disability, and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender, socio-economic background and disability.	Assessment coordinator (AV)	Annually in September	Analysis of teacher assessments demonstrates the gap is narrowing for equality groups.
All	To investigate ways to reduce the attainment difference between boys and girls.	Maths and English teams investigate ways to boost boys' attainment in reading and writing, and girls' in maths.	Literacy and Maths leaders	Annually	Gap between boys' and girls' attainment closes.
All	To raise the attainment and rates and progress of those children entitled to Pupil Premium and those with SEND across the whole school in reading, writing and maths.	School Improvement Plan section 1 focuses on this group of children. SEND, SIP 1 governor, PP governor to monitor.	Headteacher DHs/SENDCo Governors	Annually	SEND and PP progress is on track or above their peers.
All	To target children in need of emotional support through therapeutic approaches to ensure they make progress.	SENDCo asks therapist and teachers to feed back on the impact of the therapy.	SENDCo/Play Therapist/ Teacher	Per case	Relevant children are more ready to learn, behaviour has improved.

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All	Ensure that the curriculum promotes role models that young people can positively identify with, and which reflect the school's diversity in terms of race, gender, socio-economic background, religion/ belief and disability.	Increase in pupils' participation and achievement levels. PSHE Pupil Voice. Pupil Questionnaire	YGLs, PE lead, PSHE lead PSHE Lead PSHE Lead/ PE lead	Ongoing	Services promote a variety of role models, Guppy and Campbell classes in place (two positive female/BME role models). Notable increase in participation and confidence of targeted groups in class and after school activities.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, socio-economic background, religion/ belief and disability. Also promote school values.	Increase in pupil participation, positive identity monitor through PSHE Pupil Questionnaire and Pupil Questionnaires.	PSHE leader	Ongoing	Diversity reflected in school displays across year groups. Improve quality and quantity of images showing diversity.
All	Ensure all pupils are given opportunities to make a positive contribution to the life of the school, e.g. through school council, class assemblies, fundraising etc.	School council representation monitored by race, gender and disability. Children given more involvement in choosing ways they can contribute.	Member of staff leading on School Council PSHE lead (Anna/ Reg) DHs/ Playleads (EM)	Ongoing	More diversity in school council membership and pupils taking a lead role in school life. House captain gender split. Play leaders make up.
All	Ensure the cycle of school events offers opportunities to tackle inequalities.	Annual cycle of events celebrated to encourage diversity/ equality.	YGLs Head teacher	Ongoing	Events planned into the curriculum. Whole school days, weeks, services in place.
All	In the curriculum ensure diversity is a	Curriculum is varied in	YGLs monitor curriculum	Ongoing	YGLs addressing diversity

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	prominent thread.	content and reflects the school's diversity in race, gender, religion/ belief and disability.	planning during PPA.		and equality in planning. YGLs ensure a good range of activities that are appealing to both genders.
All	Continue to identify and respond to equality incidents and report in file. Report the details to Bristol City Council. Continue to report data and details to the Governing Body.	Governing body use data to assess school's response to incidents.	Head teacher/ DHs Governing Body	Ongoing	Staff are aware of equality incidents and know how to report them.
Race / Religion	Plan a regular programme of visits and visitors from a variety of religions, faiths and races.	Pupils more aware of a range of different faiths, religions and races. (RE assessment)	Head teacher RE Coordinator	Ongoing	An annual assembly cycle shows increased diversity. RE/ PSHE plans show greater diversity.
Disability	Monitor effectiveness of the emergency evacuation plan to support evacuation of SEND children.	Evacuation plan written and ratified.	Health and safety committee – Governors.	Ongoing	Staff discussion of needs of current children.