



# Wendover CE Junior School

## Equalities and Cohesion Action Plan

Review date: Autumn 2015

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Progress
<i>Termly analysis of pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Achievement data analysed by race, gender and disability through TT, Raiseonline, PPMs, tracking grids, progress matrices</i>	<i>Head Teacher and Leadership Team/ Governing body</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in pupil participation, confidence and positive identity – monitor through PSHEE, pupil surveys, pop ins, lesson obs.</i>	<i>Head Teacher and Leadership Team</i>	<i>More diversity reflected in school displays across all year groups</i>
<i>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 co-option, class assemblies, fund raising etc.</i>	<i>Representation monitored by race, gender, disability</i>	<i>All school staff</i>	<i>Diversity in events and contribution towards school life</i>
<i>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body</i>	<i>The Head Teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</i>	<i>Head Teacher / Governing body</i>	<i>Teaching staff are aware of and respond to racist incidents consistently Nil reporting is challenged by the Governing Body</i>
<i>Select both boys and girls to represent us in sporting events with other schools. Mixed teams for tag rugby, football, netball, cricket, dance and athletics.</i>	<i>Equal participation of girls and boys in sports events.</i>	<i>PE Leader</i>	<i>Equal representation/ selection for school teams.</i>
<i>Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings</i>	<i>Staff work with receiving school throughout transition Year 6 to 7</i>	<i>SENDCo</i>	<i>Follow up reports from Secondary SENCOs show that pupils have settled well after transfer</i>
<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</i>	<i>PSHEE assessments</i>	<i>PSHE and RE Leader</i>	<i>Increased awareness of different communities shown in PSHEE assessments</i>