

TKAW Equality and Diversity Action Plan

| <b>Equality Strand</b> | <b>Action</b>  | <b>Success Criteria</b>  | <b>Timescale</b>   | <b>Review</b> | <b>Responsible Person(s)</b>  |
|------------------------|--|--|--|---------------|---|
| All                    | Publish the Equality Plan through the school website, newsletters and staff meetings and ensure there is a structure in place to manage it on an ongoing basis.  | <ul style="list-style-type: none"> <li>The Plan will have been prepared. The Plan will have been approved by the Governing Body, through the Education Committee.</li> </ul> <p>The Plan will have been published. A review date will have been set.</p> | <ul style="list-style-type: none"> <li>Autumn HT1 2015</li> </ul> <p>To be reviewed annually in the Autumn term.</p>     |               | Principal, Chair of Governors, Support Team Member; Governing Body Education Committee. |
| All                    | Staff, pupils and parents/ carers will continue to be involved in the future development of the Equality Plan.   | <ul style="list-style-type: none"> <li>Input and feedback will have been provided from surveys, staff meetings, School Council meetings, parent teacher consultations.</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing.</li> </ul>   |               | Principal, staff.   |
| 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.   | <ul style="list-style-type: none"> <li>Analysis will indicate that there is no significant difference in attainment for equality groups.</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing, with annual review of data from the end of the academic year.</li> </ul> |               | Principal, Curriculum Committee.  |
| All                    | Where appropriate, recognise and represent the talents of disabled pupils in Gifted and Talented opportunities/ programmes and ensure representation on the programmes fully reflects the school population in terms of race and gender. | <ul style="list-style-type: none"> <li>Gifted and Talented register monitoring by race, gender and disability will show equality of opportunity reflecting the diversity of the school population.</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing, with annual review of data from the end of the academic year.</li> </ul> |               | Principal, Inclusion Manager, Curriculum Committee.                                     |
| All                    | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.   | <ul style="list-style-type: none"> <li>Diversity will be reflected in displays across all year groups.</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>   |               | Principal.  |

TKAW Equality and Diversity Action Plan

| <u>Equality Strand</u>   | <u>Action</u>   | <u>Success Criteria</u>   | <u>Timescale</u>   | <u>Review</u> | <u>Responsible Person(s)</u>                        |
|--------------------------|---|---|--|---------------|---|
| 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, class assemblies, fund raising events.  | <ul style="list-style-type: none"> <li>Diversity will be reflected in pupil participation.</li> </ul>   | <ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>   |               | Principal, teaching staff.                          |
| All                      | Ensure that extended school activities such as breakfast and Twilight and afterschool enrichments take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status. | <ul style="list-style-type: none"> <li>Diversity will be reflected in pupil participation.</li> </ul>   | <ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>   |               | Principal, Governing Body.                          |
| Gender Equality Duty     | Provide a wide range of after school club opportunities, to ensure participation rates are reflective of the school population.   | <ul style="list-style-type: none"> <li>Participation will reflect a balance between boys and girls.</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>   |               | Principal, teaching staff.                          |
| Disability Equality Duty | Ensure the school and its facilities are accessible to all disabled stakeholders.   | <ul style="list-style-type: none"> <li>Admissions, participation and extended school usage will have been monitored to show equality; barriers to new and existing disabled users will have been identified and addressed.</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing, with annual review in the Autumn term.</li> </ul>                              |               | Principal, Chair of Governors, Support Team Member. |
| Disability Equality Duty | Ensure the school as an employer enables disability equality.   | <ul style="list-style-type: none"> <li>Job adverts/ applications, CPD opportunities, promotions, pay and conditions of service will have been monitored to show equality.</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing, with annual review in the Autumn term.</li> </ul>                              |               | Principal, Chair of Governors, Support Team Member. |
| Race Equality Duty       | Identify, respond to and report racist incidents as outlined in the Equality Plan.  | <ul style="list-style-type: none"> <li>Staff are aware of and respond to racist incidents in a timely and appropriate manner.</li> </ul>  | <ul style="list-style-type: none"> <li>Termly reports to the Governing Body, annual reports to the Local Authority.</li> </ul> |               | Principal.  |

TKAW Equality and Diversity Action Plan

| <b>Equality Strand</b>  | <b>Action</b>   | <b>Success Criteria</b>   | <b>Timescale</b>  | <b>Review</b> | <b>Responsible Person(s)</b>  |
|-------------------------|---|---|---|---------------|---|
| Community Cohesion Duty | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.   | <ul style="list-style-type: none"> <li>Increased awareness of different communities will be shown in PSHE assessments.</li> </ul>   | <ul style="list-style-type: none"> <li>Ongoing.</li> </ul>  |               | Principal, staff.   |
| Community Cohesion Duty | Provide reasonable means for pupils and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities. | <ul style="list-style-type: none"> <li>Increased awareness of different communities will be shown in PSHE assessments.</li> </ul>   | <ul style="list-style-type: none"> <li>Ongoing.</li> </ul>  |               | Principal, staff.   |
| All                     | Ensure that new members of staff receive training/are made aware of the school policy and Equality Plan; ensure that existing staff are made aware of the current policy and plan.            | <ul style="list-style-type: none"> <li>New staff will have</li> <li>been made aware of the school policy and plan as part of their induction. All staff made aware of the current policy and plan.</li> </ul> | <ul style="list-style-type: none"> <li>As and when new</li> <li>staff are appointed. September 2015 onwards.</li> </ul> |               | Principal.  |
| All                     | Review the Equality Plan on an annual basis and publish progress.   | <ul style="list-style-type: none"> <li>The plan will have been reviewed by designated persons and a report approved and published by the Governing Body Education Committee.</li> </ul>                       | <ul style="list-style-type: none"> <li>Annually in the Autumn term.</li> </ul>  |               | Principal, Chair of Governors, Support Team Member; Governing Body Education Committee. |