EQUALITY ACTION PLAN (with regard to race, gender and disability) 2016 - 2018

No	Actions by Admin, Headteacher, Deputy Headteacher, SENCO, all teaching and support staff.	Outcomes
1		
1.1	<u>Boys and girls</u> – boys are generally behind girls at the end of Foundation Stage, Key Stage One and Key Stage Two, except for maths at KS2. This is in line with national trends but still an area that we must endeavour to recognise.	Actions to be taken: • EXIT 2020 – (34boys/16 girls) Continue to monitor progress and attainment in all areas to ensure that the girls in this cohort are not 'left behind'. (4.6) • Continue to extend the outdoor learning programme to engage boys in hands-on experiences of learning outside the classroom. (2.5, 3.3, 3.4) • Continue to offer a range of after-school activities and celebrate pupils who engage in clubs out of school. Encourage boys to be seen as good role models for this and bring to staff's attention when boys are not being selected for Pupil of The Month. • Continue to monitor boys + SEN, boys+ disadvantaged, Boys+ SEN+ disadvantaged. (4.1, 4.6) • Continue to revise the curriculum to suit the needs of boys, especially around 2020 cohort. Eg Science focus days to be extended to include enterprise days.
1.2	<u>Ethnicity Groups</u> – these groups are very small amounting to only 3.5% of the school population. Pupils from this group tend to have higher attainment than their white UK peers. However, due to the fact that their number is so small; in some cohorts 1 child, it is difficult to determine whether this is an area of strength or weakness for us as a school.	Action to be taken: • Continue to monitor and track the progress and attainment of this group of pupils, however small. • Continue to develop children's understanding of 'differences' between each other and celebrate these. • Successfully attain the Rights Respecting Award and develop Global Learning across the curriculum. • Acknowledge important faith days and celebrate these across the school.
1.3	<u>SEN and non-SEN</u> – Early identification of pupils with special educational needs is a strength of our school. There are very good links with many outside agencies and staff are quick to refer concerns to the SENCO for further advice and assessment. SEN children often do as well or better than non-SEN pupils. We work to ensure that children identified as having special educational needs have those needs met with the intention of moving children off the SEN register before they leave Mount Pleasant.	Action to be taken: • Further training and support for all staff re: changes to SEN provision. • SENDCO time increased to 0.8 non-contact time. • Staff to continue to populate the Provision Map and evaluate the impact of interventions using the PM at Pupil Progress Meetings.
1.4	<u>Disadvantaged including LAC (Pupil Premium)</u> represents around 18%% of our school	Action to be taken: • Continue to monitor the progress of disadvantaged pupils as they move through school, responding immediately with input/resources as appropriate in order to ensure greater progress is made.

	population. EVER 6 is currently 60 pupils. All pupils are tracked carefully and staff are aware of who these identified children are in their cohort.	• Consider disadvantaged pupils more favourably for opportunities to extend learning opportunities and experiences in representing the school for example. • Monitor the spend of resources and interventions and support given to disadvantaged pupils ensuring that the best value for money is maintained. • Consider the spend required to support disadvantaged more-able pupils.
2	**Disabled Pupils**	
2.1	Disabled pupils (including visually and hearing impaired); general access to the curriculum including Visits offsite; enabling every child to take part.	Action to be taken: • No visit can be planned where a child would be excluded from the activity due to a disability. Reasonable adjustments must be made to ensure that every child can take part. • Individual risk assessments are carried out for known pupils and these are agreed by PIMIS or by the hearing/visual impaired advisors. • PEEPs are reviewed annually for pupils who are known as having a disability. These are completed by teaching staff and copies are kept by the Headteacher.
2.2	Mental Health and Well-Being This has become an increasing problem with pupils who are 'not available for learning'. We recognise the need to respond to this area.	Action to be taken: • Identify pupils from staff concerns and by screening the whole cohort (no parental consent required). • From the above action, identify pupils suitable for: THRIVE Nurture Group Counselling Referrals to School Nurse (Mental health and well-being nurse) Referrals to CAHMS Assessment by Educational Psychologist
3	**Prevention of bullying strategy**	
3.1	Anti-bullying strategy so that all pupils feel safe in school. There are very few incidents of bullying across the school. Any poor behaviour is dealt with firmly and the school has benefited from good relationships with parents when dealing with any matters. The school also has close links with the Sycamore Centre, they have been involved in running parent behaviour groups and have supported staff and individual pupils in behaviour strategies.	Action to be taken: • Response to the use of pupil questionnaires, and the bi-annual lifestyle survey outcomes. • Use of 'bullyline' counsellors, to support pupils across the school. • Involvement in anti-bullying week, e-safety week and associated debates with other schools. • Linked School Council work with other Stour Valley Schools. • Pupil presentations in assembly regarding bullying and e-safety. • Response to racist bullying in-line with LA guidelines and reporting to Governors when this occurs. • Actively seek visitors into school of different ethnic backgrounds. • Visits to local places of worship including Hindu Temple • School Council to continue to lead the work on Rights Respecting School and Global Learning.