

Southwood Infant School – Equalities Action Plan 2016 – 2020

The aim of this action plan is to support development towards the following identified Equality Objectives:

- To reduce % of absenteeism for all groups of children
- To improve children’s understanding of a range of different cultures through development of the curriculum, RE and PDL provision and a range of cultural events.
- To further improve attainment of children receiving Free School Meals to reduce the gap between this group and non-FSM children

Action to be taken	Process/how?	Success Criteria	Review of Action and its impact across the school
Half termly tracking of absence	SENCo to track termly attendance of Pupil Premium children and feedback to children. Arrange support for parents where issue through meetings and signposting. HT to track half termly attendance of all children falling below 93% (amber) and below 90% (red). Letters to be issued to these parents showing current attendance. Where this does not improve, meetings and agreements to be implemented.	% of absenteeism is reduced for all groups. % of PA children is decreased.	
New Attendance Policy linked to the HCC Code of Practice to be implemented	Adopt new policy from HCC and ensure full distribution to parents via email. Notices in bi-weekly newsletter. Staff to be aware of its contents and all school procedures for managing absence – recording sheets for individual children to be used to track reasons for absence for serious cases. Fixed Term Penalty Notices to be used for 10 sessions of unauthorised absence during any 10 week period. Training for Fixed Term Penalty Notices to be given to Admin Assistant.	New policy implemented and working effectively to reduce absence.	
Increase frequency of assemblies which link to religions and festivals around the world.	HT/RE Manager to plan half termly assemblies which promote an understanding of different cultures and assemblies. Displays to reflect seasonal multi-cultural celebrations.	Children can demonstrate an awareness of different festivals and religions each term.	
PSHE Manager to plan annual ‘events’ to celebrate other cultures and pupil awareness.	Annual timetable of key events to be distributed in September. Teachers to ensure that lessons are planned for a number of these events. Displays in shared areas to reflect intercultural work being carried out across the school. Key activities (art, music, dance) to be booked to support topic work and curriculum.	Displays and website to reflect wide range of cultural events taking place in school.	
Medium term planning to be improved to link more directly with	Twilight to refocus staff on which multi-cultural targets are being covered by each year group. Teachers to ensure medium term planning includes at least one specific lesson to cover allocated targets effectively.	Good quality planning in place and implemented	

intercultural targets	PSHE/History/Geography Managers to monitor coverage through work sampling linked to planning.	across the school.	
Annual audit of SMSC audit to inform future provision	To include i) Faith ii) Ethnicity and Culture and iii) Socio-economic aspects in school, local, UK and global communities. Use audit to identify next step developments.	Evidence of increased provision over time.	
Annual Pupil Surveys to be used to inform school actions	Annual surveys to ascertain whether children are enjoying school and whether they have been learning about different cultures. Outcomes to be shared with school community, governors and staff. Further actions to be identified to address any new or ongoing issues.	Children indicate that they are knowledgeable about different cultures	
Tracking of progress against KPIs in core subjects for Pupil Premium children and targeted intervention where necessary	Milestones to be analysed for PP children at the end of each Phase and next steps for each child to be identified. 'Keeping up' interventions to be recorded on cohort plans. 1:1 booster sessions for PP children with LSA3. Reading challenge to be implemented for all children. Year Group Leaders to monitor how often PP children are reading and report half termly to SLT meeting for discussion on next steps. Teachers to identify which children need to be Priority Readers at school.	Gap between FSM and non-FSM is reduced.	