

Oasis Academy: Bank Leaze

Work hard, be nice, show character

Equality Action Plan 2018 – 2019

Objective	Person (s) leading / Responsible	Actions Required	Timescale	Outcomes	Monitoring (to be updated mid year)
Publish and promote the Equality Plan through the	PH	Place plan on website – PH (also saying that paper copies are available through the office). Share plan link through social media - DW	ASAP	Parents will know that the school has an Equality Plan and will have open access to it	
Pupil data shows no disparities between identified vulnerable groups.	DW	Analyse data from formal tests 3 x year – looking at key groups – boys / girls / disadvantaged / SEND. Complete pupil progress and RAT meetings.	On-going	Progress of all groups will be strong: progress for some groups may need to be stronger in order to close previously established gaps.	
Establish and embed a fully 'Equalities curriculum' for the specific and deliberate teaching of the Equalities Act.	NW	Purchase and establish "No Outsiders" as a schematic way of tackling the equalities agenda: teach this intensively for one term in the first instance.	By end Term 5.	Children will show a good understanding of the Equalities Act and will be able to identify some vulnerable groups in our society.	
Ensure that the curriculum provides for role-models for pupils from different groups.	NW / DW	Review curriculum map and the 'book' provision for each class – are all vulnerable groups represented?	By end Term 5	The curriculum will feature: Female role models; Black role models; Role models with physical disabilities. LGBT role models.	

<p>To have a fully embedded PSHE curriculum that explores and supports all 9 characteristics stated in the equality duty.</p>	<p>NW</p>	<p>Launch of JIGSAW Learning Walks Pupil conferences.</p>	<p>On going</p>	<p>Staff are following the programme of study. Timetabling is for at least 45mins per week in each class Yr 1 – Yr 6</p>	
<p>SEND Systems – developing formal recording systems of incremental progress: ensuring parental engagement & pupil voice is recorded – impact of SEMH pupils (from ADP)</p>	<p>CK</p>	<p>2 weekly Intervention tracker in place in used. Pupil profile introduced and in place for ALL SEN pupils Purchase and implement Birmingham tool kit. Train teachers in use of Birmingham Tool Kit Ensure SENCo Bi-weekly Learning Walks</p>	<p>On going</p>	<p>SEND judged effective at Review.</p>	