

Appendix 3

Examples of School Activities Contributing to Equalities Best Practice

Pupil attainment

- Use of RAISE online analysis to track pupil progress by different groups
- Analysis of SATs by gender
- Action points arising from analysis of pupil performance tracking, such as intervention programmes
- Activities for Gifted and Talented children

Addressing prejudice and bullying

- Anti-bullying initiatives
- Playground buddies and friends
- Use of CCTV to monitor school
- Anti-bullying policy reviewed by all pupils every year

Pupils' behaviour

- Weekly behaviour tracker in each class and pupils discuss their ratings with teachers
- All incidents are logged

Pupils' attendance

- Attendance initiatives
- Proactive schemes with parents and carers where attendance is an issue

The extent to which pupils contribute to the school and wider community

- Ensuring clubs are available to everyone and monitor attendance
- Using adaptations and reasonable adjustments for sports and PE
- Curriculum enhancement days
- Analysis of extended schools data and ability to access out of school activities

The extent of pupils' spiritual, moral, social and cultural development

- Use of global curriculum
- Assembly themes
- Multicultural week
- Involved in Black History Month
- Visits from different religions/denominations/faiths
- Celebrating and highlight key events, such as Paralympics, Deaf Awareness Week, Learning Disability Week, Disability Awareness Week

The effectiveness of the school's engagement with parents and carers

- Parental survey on transition
- Use of a range of media, such as website and newsletters to keep stakeholders up-to-date
- Headteacher blog on school website
- Analysis of attendance at family learning events held on evenings/weekends

The effectiveness of partnerships in promoting learning and well-being

- English as an Additional Language (EAL) services
- Use Parent Support Advisers to support parents/carers with EAL, disabled children, etc
- Cluster meetings to allow schools to come together for training and development

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met

- Single equality scheme action plan cross-referenced with SIDP
- Governor curriculum participation – Governor learning walks with HT
- Governor focus meetings

The effectiveness with which the school promotes equal opportunity and tackles discrimination

- Use of pupil attainment data to track progress by different equality groups
- Relevant learning experiences through differentiation suited to learning abilities of pupils
- Non-stereotypical gender activities are actively promoted throughout the curriculum
- All staff are aware of and act upon the schools approach to reporting incidents
- The school gives regular feedback on progress of equality action plan to whole school community

The effectiveness with which the school promotes community cohesion

- Links with overseas schools – teachers and pupils
- Involvement in lottery funded community activities
- Plan for the future community not just the existing community
- Identify and utilise community role model
- Chair of governing body forms links with community members and involves them in the life of the school
- School twinning project

Family, Community and Partnership

- Explain to parents/carers the importance of supporting equality expectations via website, parents evenings, open evenings
- Notice on display in reception/foyer stating equality/respect expectations
- Equality statement given to external providers with school's expectations in relation to equality

Staff and Governors

- CPD log of all staff training activities
- Use statement about commitment to equality on all recruitment materials – job advert, application pack, etc
- Guarantee an interview to any disabled person who applies for a post at school, provided that person meets all the essential criteria on the job and person specification (Positive About Disabled Scheme)