



## VYNERS SCHOOL EQUALITY ACTION PLAN 2020-2022 INTRODUCTION

**This is the local Equality Action Plan for Vyners School, part of Vanguard Learning Trust.**

This document should be read in conjunction with the Equality Policy for Vanguard Learning Trust. This document has been reviewed by our Local Governing Body. In order to meet the statutory requirements to publish our Equality Scheme and Equality Plan and Accessibility Plan, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available from the school office.

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan.

This Action Plan will be regularly cross referenced with the School Improvement Plan / Accessibility Plan / Inclusion Principles / Special Educational Needs Policy / G&T policy. Approval / Revision

<b>History Revision date</b>	<b>By</b>	<b>Summary of Changes Made</b>
March 2015	Vyners School Curriculum Committee	Last review as part of a standalone Equalities Policy and Action Plan for Vyners School.
June 2018	Vyners School Curriculum Committee	New MAT Equalities Policy introduced. Previously agreed Action Plan reformatted and then substantially reviewed to sit as an annex to the new MAT wide policy
June 2019	Vyners School Curriculum Committee	

Equality All Strands	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / Assistant Headteacher Pastoral	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
All	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.	Achievement data analysed by race, gender and disability	Assistant Headteacher Pastoral/Subject Leaders/ Data Manager	Analysis of subject assessments / bi annual data – mock and actual exam results demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in students' participation, confidence and achievement levels	Subject Leaders/ Class teachers/Year Leaders/PSHE co-ordinator	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. (include different languages).	Increase in student participation, confidence and positive identity.	Class teachers	More diversity reflected in school displays across all year groups
All	Ensure all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	Student voice and leadership representation monitored/ participation in assembly and class additional activities monitored by race, gender, disability	Member of staff leading on school council / Year Leaders/class teachers	Diversity in school council membership / participation in additional school activities.

All	Active student body to contribute to the writing of the equality duty and its promotion in school	Student working parties meet regularly to help create and monitor the effectiveness.	Assistant Headteacher	Students are aware of the equality duty and its purpose
Race Equality Duty	Identify, respond and report racist incidents. Report the figures to the Governing body termly (time frame) basis.  Changes made to the behaviour policy to include the use of discriminatory language in conversation.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are students and parents satisfied with the response?	Headteacher / Governing body	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Celebrate diversity in the school community and the wider community. Ensure that all stakeholders are aware of the School's commitment to gender equality. Ensure that wider policies – for example the uniform and behaviour policy recognise the equality of transgender students.	Regular feedback from transgender students and families.	Assistant Headteacher and all staff.	All stakeholders recognise the importance of
Community cohesion	Celebrate cultural events throughout the year to increase student awareness and understanding of different communities e.g. Diwali, Eid,			Increased awareness of different communities.

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