

**Kingsdown and Ringwould C of E Primary School**  
**EQUALITIES ACTION PLANS**  
**2014-16**

| <b>Disability</b>  |                            |                        |            |  |                                       |                 |                  |
|--|----------------------------|------------------------|------------|--|---------------------------------------|-----------------|------------------|
| <ul style="list-style-type: none"> <li>To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to</li> </ul>  |                            |                        |            |  |                                       |                 |                  |
| <b>Task</b>  | <b>By (date)</b>           | <b>Resources</b>       | <b>Who</b> | <b>Impact</b>  | <b>Impact assessment &amp; review</b> | <b>Achieved</b> | <b>Published</b> |
| Disabled sport-To develop children's understanding of disabled sports<br>Role models and equipment brought into school for children to have a go.<br>Tournaments to be held for children to play as a disabled player<br>Children taken to watch tournaments | July 2015<br><br>July 2016 | Sports premium funding | JH         | Children's understanding of para sports, equality and achievement for all in sport |                                       |                 |                  |
| To further develop TA specialism in the school to support pupils- ASC, Social ,FIZZY, Communication, Behaviour   | July 2016                  | Training costs         | JH         | Children with ASC and behaviour fully supported in school and making good progress |                                       |                 |                  |

| <b>Race (including Faith and Belief)</b>   |                  |                        |            |   |                                       |                 |                  |
|--|------------------|------------------------|------------|---|---------------------------------------|-----------------|------------------|
| <ul style="list-style-type: none"> <li>Eliminate unlawful discrimination</li> <li>Promote equality of opportunity</li> <li>Promote good relations between people of different racial groups</li> </ul> |                  |                        |            |   |                                       |                 |                  |
| <b>Task</b>  | <b>By (date)</b> | <b>Resources</b>       | <b>Who</b> | <b>Impact</b>                               | <b>Impact assessment &amp; review</b> | <b>Achieved</b> | <b>Published</b> |
| To further develop children's understanding of a diverse Britain through learning about the uniqueness   | December 2015    | Yr 5/ 6 trip to London | JH         | Children more aware of society outside Deal |                                       |                 |                  |

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| of The United Kingdom- regional languages and culture, impact of immigration and urban locations.             |  |  |    |   |  |  |  |
| Tracking vulnerable groups of children- EAL/ Ethnic groups<br>• Pupil progress meetings                       | 6 times a year to inform pupil progress meetings |  | JH | Appropriate interventions are established to meet the needs of all vulnerable children                      |  |  |  |
| To further develop children understanding of different faiths through collective worship.                     | July 2016  |  | JH | Children have greater of awareness of different faiths  |  |  |  |
| Anti bullying week<br>• Understand what bullying is<br>• Develop appropriate strategies to deal with bullying | Nov 2014<br>Nov 2015                             |  | JH | Children to develop strategies to both recognise and act on bullying- including seeking support from staff. |  |  |  |

## Gender

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Actively promote gender equality in opportunity, attainment and achievement.

| Task   | By (date)              | Resources | Who | Impact  | Impact assessment & review | Achieved | Published |
|--|------------------------|-----------|-----|---|----------------------------|----------|-----------|
| Tracking is in place to ensure gender equality in attainment and achievement. This has highlighted to issues<br>Where there are gender differences and whether the gap is narrowing/ widening. | July 2015<br>July 2016 |           | JH/ | Where there are significant gender gaps in the school progress is made to narrow these. |                            |          |           |
|  |                        |           |     |   |                            |          |           |
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| Date | Notes |
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