

Queen Eleanor's Church of England Junior School
*An Academy in the Good Shepherd Trust**
 Queen Eleanor's Road, Onslow Village, Guildford, GU2 7SD
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 Tel: 01483 561323

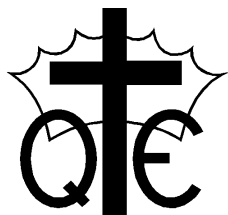


"A caring, supportive community, grounded in a Christian ethos, where children are inspired to explore their potential and develop skills for life."

Head Teacher: Joanne Davies

Queen Eleanor's Equality Objectives Action Plan

Ref	Objective	Measured by	Activity	Lead	Progress milestones
1	PROMOTING EQUALITY – ETHOS AND CULTURE Provide training opportunities for all staff to explore diversity and how we support and encourage this within our school.	Training records completed. Pupil survey results.	CPD for all staff on cultural diversity and how to promote and celebrate it, allowing us to retain our identities and beliefs yet work together in one community.	Headteacher	All staff completed Equality training (Every HR).
2	PROMOTING EQUALITY – ETHOS AND CULTURE Foster good relationships between all members of the school community encouraging openness and tolerance by respecting each other's beliefs.	Continued reduction in the number of racist/bullying issues recorded at the school. Logging of racist/discriminatory incidents on CPOMS and Arbor. Pupil Voice opportunities. Annual parental surveys show improved perception and satisfaction of school's tolerant approach.	Encourage all members of the school community to talk openly together via circle time/PHSE activities/collective worship to promote positive behaviours for learning. Home School Link Worker to support vulnerable groups. CPD for staff on expectations. Review of school library books, book corners, class texts and guided reading books to celebrate all cultures/ethnicities and the SDG's.	Headteacher Assistant Headteacher HSLW	Termly review of racist/bullying issues recorded on CPOMS and Arbor. Feedback questionnaires positive. Behaviour incidents reported to LC on HTs report.



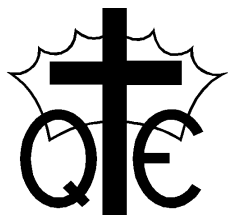
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3	PROMOTING EQUALITY – PARTNERSHIPS WITH PARENTS Continue to ensure that parents/carers of all new children are made to feel welcome. Continue to ensure that parental voice is heard and acted upon.	Parental feedback on transition for new entrants. Annual parental survey. Parent Forum.	CPD for staff on cultural diversity. Ensure that on joining the school, parents are informed of communication methods and whether the school needs to make any adjustments to support them or their children. Home School Link Worker to support new entrants if relevant. Parent forum discussion on cultural diversity of the school community.	Parental Voice Headteacher HSLW	Review opportunities regularly and on an ongoing basis. Parent Forum minutes and actions.
4	PROMOTING EQUALITY – ACHIEVEMENT Continue to ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close.	Pupil achievement and progress is in line with age expectations for the majority of pupils. Pupils are secure in their breadth and depth of knowledge, understanding and skills. Pupils are able to progress to the next stage of their learning. Protected groups analysed and a focus is placed on these groups when looking at progress.	Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points. Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas.	Headteacher Assessment Lead Curriculum Lead SENCO	Termly Headteacher Report and Pupil Performance Data Reports to Local Committee. Leadership and subject leader monitoring, including using pupil voice. GST notes of visit. Statutory test outcomes. Minutes from Pupil Progress Meetings.



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5	PROMOTING EQUALITY- -Quality of Education Ensure that the curriculum intent has a focus and emphasis on a curriculum appropriate for a multi-cultural diverse Britain	Pupils are aware of the diversity of the country they live in. They are aware of the different cultures that make up Britain and the community of their school.	Review of the curriculum and how equality is threaded through the learning. Subject leaders audit their subjects for elements of incorporating an understanding of protected characteristics. Reading texts, for all years, are focused on diversity issues. Language of the half term.	Headteacher Subject Leaders Language Lead	Long term and medium term planning documents. Equality and diversity threaded throughout the curriculum and the whole school Curriculum intent and School Vision represents this.