



*We aim to be the school of choice for our community.
Through living our Christian values, everyone at WCEJS have the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.
Building solid foundations (Matthew 7: 24-27)*

Wendover CE Junior School Equality Action Plan

Action	Monitoring	Responsibility	Progress
Through collective worship and the curriculum, increase pupil awareness of cultural events and deepen understanding of different communities e.g. Diwali, Eid, Chanukah. To involve more members of the community in worship, curriculum activities and events, particularly those from different backgrounds	PSHEE assessments, pupil interviews, collective worship evaluations by worship leaders.	SLT and RE Leader Link Governor for Equality	More visits are planned for collective worship and the curriculum to further promote diversity. Children have a good awareness of other religions and cultures and are able to explain the importance of celebrating diversity.
Ensure that resources / displays promote diversity in terms of race, gender and ethnicity.	PSHEE, pupil surveys, learning walks and pupil interviews	SLT & Year Leads	Greater diversity is now reflected in resources.
Identify, respond to and report racist incidents as per our anti-bullying policy. Report the figures to the Governing body.	Termly monitoring of data.	Head Teacher and Governing body.	Racism is not tolerated and any incidents are challenged quickly. Incidents are logged and reported to the governing body. Nil reporting is challenged by the Governing Body.
Termly analysis of pupil achievement and progress by race, gender, additional need and disability; act on any trends or patterns, providing appropriate support.	Attainment and progress data analysis (termly for core subjects and annually for foundation subjects)	SLT & Governing Body	Gaps are narrowing for vulnerable pupils though there are sometimes anomalies due to the small number of pupils within the groups; boys and girls are making similar progress in reading, writing and maths; SEND pupils are making similar progress in reading and writing.
Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings	Staff work with receiving school throughout transition Year 6 to 7	SENDCo	Follow up reports from Secondary SENCOs show that pupils have settled well after transfer.
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, fund raising etc.	Representation monitored by race, gender, disability.	All school staff.	All pupils are encouraged to participate in the life of the school, including involvement in clubs, assemblies and having a position of responsibility within their class / year group.