

# Equality Plan 2020-21

Committee with oversight for this policy – Full Governing Board	
Policy to be approved by the Headteacher	
Policy last ratified and adopted by the Headteacher	15/09/2020
Policy / Document due for review	Autumn 2021

# Equality Plan 2020-21

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
<i>All</i>	<i>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</i>	<i>Question about parent awareness of Equality Scheme in annual survey?</i>	<i>Headteacher / designated member of staff</i>	<i>Immediately after Equality Plan is agreed by governing body</i>	<i>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, class room displays etc. Parents are aware of the Equality Plan</i>
<i>All</i>	<i>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>Headteacher / Governing body</i>	<i>Annually in Sept</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
<i>All</i>	<i>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.</i>	<i>Increase in pupils' participation, confidence and achievement levels</i>	<i>Humanities lead, through history lesson plans</i>	<i>Sept 2020 – July 2021</i>	<i>Notable increase in participation and confidence of targeted groups</i>
<i>All</i>	<i>Recognise and represent the talents of disabled pupils in Gifted and Talented programs, and ensure representation on the programs fully reflects the school population in terms of race and gender.</i>	<i>Gifted and Talented register monitored by race, gender and disability</i>	<i>Member of staff leading on G&amp;T</i>	<i>Ongoing</i>	<i>Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity</i>
<i>All</i>	<i>Ensure that displays in classrooms and corridors promote diversity in</i>	<i>Increase in pupil participation, confidence and positive identity –</i>	<i>Headteacher</i>	<i>Ongoing</i>	<i>More diversity reflected in school displays across all</i>

	<i>terms of race, gender and ethnicity.</i>	<i>monitor through PSHE</i>			<i>year groups</i>
<i>All</i>	<i>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 by election or co-option), class assemblies, fund raising etc.</i>	<i>School council representation monitored by race, gender, disability</i>	<i>Member of staff leading on school council</i>	<i>Ongoing</i>	<i>More diversity in school council membership</i>
<i>Race Equality Duty</i>	<i>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</i>	<i>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 pupils and parents satisfied with the response?</i>	<i>Headteacher / Governing body</i>	<i>Reporting: December, April, July</i>	<i>Teaching staff are aware of and respond to racist incidents</i>  <i>Consistent nil reporting is challenged by the Governing Body</i>
<i>Gender Equality Duty</i>	<i>Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and sports lessons, to make participation rates more reflective of the school population.</i>	<i>Increased participation of girls in sports clubs and out of school sport activities</i>	<i>Member of staff leading on sports / PE</i>	<i>Sept 2020 – July 2021</i>	<i>More girls take up after-school sports clubs</i>
<i>Disability Equality Duty</i>	<i>Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.</i>	<i>Monitoring of applications by disability to see if material was effective</i>	<i>Lead Governor on Special Educational Needs &amp; Disabilities</i>	<i>Ongoing</i>	<i>More applications from disabled candidates to be School Governors</i>
<i>Community cohesion</i>	<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.</i>	<i>PSHE assessments</i>	<i>Member of staff leading on PSHE</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in PSHE assessments</i>