



Single Equality Action Plan  
2020 - 2021

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation are included in the action plan below. Further examples of actions please see Appendix A. The action plan may be cross-referenced with actions in other documents such as the School Improvement Plan.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timeframes	Early success indicators
All	Publish and promote the Equality Plan through the school website, staff briefings and inductions.	Questionnaires to stakeholders to evaluate effectiveness of policies and procedures.	SLT and Business Manager	Ongoing throughout year	<b>Staff use the principles of the policy to plan lessons and create class room displays.</b> <b>Parents are aware of effectiveness of the Single Equality Action plan.</b>
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trend or patterns that indicate additional need.	Achievement data analysed by race, gender and disability.	Headteacher and AHT for each phase	Assessment cycle - termly	<b>Analysis of teacher assessments / annual data demonstrates there are no significant differences between equality groups.</b>
All	Ensure that the curriculum promotes role models that young people positively identify with. These should reflect the school's diversity in terms of race, gender and disability. Curriculum planning explicitly addresses the causes and consequences of discrimination and helps pupils recognise, understand and challenge stereotypes. The curriculum actively focuses on a diverse range of authors, artists, musicians etc.	Quality assurance: Curriculum content Pupil discussions Pupil work Incident logs	All staff	Termly monitoring and reviewing throughout year	<b>Notable increase in participation and confidence of targeted groups.</b> <b>Evaluation of the curriculum shows diversity.</b>
All	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, the Pupil Ambassador Programme, class assemblies, fund raising etc. Engagement with charities that can raise awareness. Visit a variety of religious establishments. Secure visitors from a range of cultures and communities and celebrate a range of cultural events throughout the year.	Range of race/gender/ability represented on the School council/House Captains	All teaching staff	Ongoing	<b>Increased participation in Pupil Ambassador Programme</b> More fundraising opportunities explored to contribute to the local community. Range of visitors into school.

<b>Race Equality Duty</b>	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	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?	All staff		<b>All staff are aware of and respond effectively to racist incidents.</b>  <b>Reporting is challenged by the Governing Body.</b>
<b>Disability Equality Duty</b>	Raise awareness of disability issues through community involvement.	Effective involvement with other organisations to effectively promote disability awareness. Disability awareness promoted through the PSHE curriculum (Jigsaw)..	SLT, Teaching staff and Learning mentors	Ongoing throughout year	<b>Improved awareness and recognition that actions need to be taken to improve equality</b>
<b>Community cohesion</b>	Expose our pupils to more diverse cultures. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.	Parental and external professional evaluation. Pupil questionnaires	SLT and Teaching staff	Ongoing throughout year	<b>Feedback indicates celebrations bring community together in a meaningful way.</b>
<b>Gender Equality Duty</b>	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school activities. Monitored termly and reported on to Governing body.	Headteacher Learning mentors Teaching staff	Ongoing throughout year	<b>Improved health and fitness of girls.</b> <b>Pupil feedback reflects pupils are aware of different types of bullying and use of derogatory language is unacceptable.</b>

## Appendix A

### Examples of further actions the school may include in the action plan to meet the general duties

#### ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

##### The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- There is an inclusive approach to ensuring 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.;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

##### The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

#### PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

##### The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;

- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- 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;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

#### ELIMINATING DISCRIMINATION AND HARASSMENT

##### **The school will:**

- The school will continue to develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

#### MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report on the effectiveness and success of its Equality Plan.