

# Equality Plan 2021-22

Committee with oversight for this policy – Resources	
Policy to be approved by the Headteacher	
Policy reviewed by the Resources Committee	19/11/2021
Policy last ratified and adopted by the Headteacher	19/11/2021
Policy / Document due for review	November 2022

# Equality Plan 2021-22

<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 SEND 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 November</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>Curriculum lead, through history lesson plans</i>	<i>Sept 2021 – July 2022</i>	<i>Notable increase in participation and confidence of targeted groups</i>
<i>All</i>	<i>Recognise and represent the talents of pupils with disabilities 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 2021 – July 2022</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/RE</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in PSHE assessments</i>