**Barlows Primary School Equality Plan – Action Plan 2019/2023** **Appendix C**

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| **Equality** | **Action** | **How will the impact of the action** | **Who is responsible** | **What are the time** | **Early success indicators** |
| **Strand** |  | **be monitored?** | **for implementing?** | **frames?** |  |
| All | Publish and promote the Equality Plan | Question about parent/staff | Headteacher / | Immediately after | Staff are familiar with the |
|  | through the school website, newsletter and | awareness of Equality Scheme in | designated | Equality Plan is agreed | principles of the Equality |
|  | staff meetings. | annual questionnaires. | member of staff | by governing body/ | Plan and use them when |
|  |  |  |  | Publish information in | planning lessons, creating |
|  |  |  |  | Staff Flyer and Parent | class room displays. |
|  |  |  |  | Newsletter. |  |
|  |  |  |  |  | Parents are aware of the |
|  |  |  |  |  | Equality Plan. |
| All | Monitor and analyse pupil achievement by | Achievement data analysed by | Headteacher / | Termly | Analysis of teacher |
|  | race, gender and disability. | race, gender and disability | Governing Body |  | assessments / annual data |
|  |  |  |  |  | groups. |
| All | Ensure that the curriculum promotes role | Increase in pupils’ participation, | Humanities lead, | Sept 2019 – July 2023 | Notable increase in |
|  | models that young people positively | confidence and achievement | through history |  | participation and confidence |
|  |  identify with, reflecting a diverse community. | levels | lesson plans |  | of targeted groups. |
|  |  |  |  |  |  |
| All |

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| Recognise and represent the talents of |
| disabled pupils in the Children’s University |
| programmes, and ensure representation on the programmes fully reflect the school population in terms of race and gender. |

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| Children’s University register |
| monitored for race, gender and disability |

 | Member of staff leading on the Children’s University | September 2019 | Analysis of the CU register shows all eligible to be included on theregister are supportedregardless of disability. |
|  |  |  |  |  |  |
| All | Ensure that displays in classrooms and | Increase in pupil participation, | Headteacher | Ongoing | More diversity reflected in |
|  | corridors promote diversity in terms of race, | confidence and positive identity – |  |  | school displays across all |
|  | gender and ethnicity. | monitor through PSHE |  |  | year groups. |

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| **Equality** | **Action** | **How will the impact of the action** | **Who is responsible** | **What are the time** | **Early success indicators** |
| **Strand** |  | **be monitored?** | **for implementing?** | **frames?** |  |
|  | Ensure all pupils are given the opportunity tomake a positive contribution to the life of theschool and community e.g. through involvement in School Council by election or co-option), class assemblies, fund raising etc. | School council representation monitored by race, gender, disability. | Member of staffleading on School Council | September 2019 | Analysis of pupilquestionnaires show effective inclusion. |
|  |  |  |  |  |  |
| Race | Identify, respond and report racist incidents | The Headteacher / Governing | Headteacher / | Termly | Teaching staff are aware of |
| Equality | as outlined in the Plan. Report the figures to | body will use the data to assess | Governing Body | (Head’s Report to | and respond to racist |
| Duty | the Governing Body / Local Authority on a | the impact of the school’s |  | Governors) | Incidents. |
|  | termly basis. | response to incidents i.e. have |  |  |  |
|  |  | whole school / year group |  |  | Consistent ‘nil’ reporting is |
|  |  | approaches led to a decrease in |  |  | challenged by the Governing |
|  |  | incidents, can repeat |  |  | Body. |
|  |  | perpetrators be identified, are |  |  |  |
|  |  | pupils and parents satisfied with |  |  |  |
|  |  | the response? |  |  |  |
| Gender | Introduce initiative to encourage girls to take | Analysis of club attendance and | Member of staff | Sept 2019– July 2023 | More girls take up after- |
| Equality | up sport outside the curriculum | out of school sport activities. | leading on sports / |  | school sports clubs. |
| Duty | requirements, including offering dance and |  | PE/ CU Coordinators |  |  |
|  | sports lessons, to make participation rates |  |  |  |  |
|  | more reflective of the school population. |  |  |  |  |
| Community | Celebrate cultural events throughout the | PSHE assessments | Member of staff | Ongoing | Increased awareness of |
| cohesion | year to increase pupil awareness and |  | leading on PSHE |  | different communities shown |
|  | understanding of different communities e.g. |  |  |  | in PSHE assessments. |
|  | Diwali, Eid, and Christmas. |  |  |  |  |