

Barlows Primary School Equality Plan – Action Plan 2019/2023

Appendix C

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

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	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school 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 staff leading on School Council	September 2019	Analysis of pupil questionnaires show effective inclusion.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body / Local Authority 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?	Headteacher / Governing Body	Termly (Head's Report to Governors)	Teaching staff are aware of and respond to racist incidents.  Consistent 'nil' reporting is challenged by the Governing Body.
Gender Equality Duty	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.	Analysis of club attendance and out of school sport activities.	Member of staff leading on sports / PE/ CU Coordinators	Sept 2019– July 2023	More girls take up after-school sports clubs.
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.	PSHE assessments	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments.