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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 and act on any* | *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 and heroes that young people* | *confidence and achievement* | *through history* |  | *participation and confidence* |
|  | *positively identify with, which reflects the* | *levels* | *lesson plans* |  | *of targeted groups* |
|  | *and disability.* |  |  |  |  |
| *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* | *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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| **Strand** |  | **be monitored?** | **for implementing?** | **frames?** |  |
|  | *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 and HIU* |
|  |  |  |  |  |  |
| 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.* |  |  |  |  |