



Great Easton C of E Primary School

Equality Plan 2016-2018



Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual summer term survey	Headteacher / Assistant Headteacher	March 2016 Equality Plan is agreed by governing body	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 and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
Pupil Premium children	To improve the achievement of children from low income and disadvantaged families <ul style="list-style-type: none"> <li>Track children carefully</li> <li>Plan effective quality first teaching</li> <li>Introduce pre learning tasks and specific interventions</li> <li>Enrich curriculum through visits/visitors and experiences</li> </ul>	Tracking data  Intervention Summaries  Pupil Premium TargetTracker Case Studies	Headteacher, Maths and English Subject Leaders, Class teachers and LSAs.	September 2014 and ongoing	Children eligible for Pupil Premium funding are working within age related expectations.
Boys	To improve the attainment of boys in reading, writing and maths <ul style="list-style-type: none"> <li>Track boys carefully</li> <li>Identify barriers to learning</li> <li>Plan specific</li> </ul>	Pupil Progress meetings - data analysis  Pupil perceptions  Learning walks	Headteacher, Maths and English Subject Leaders, Class teachers and LSAs.	September 2015 and ongoing	Boys will achieve more highly because barriers to learning will have been removed and the curriculum takes into account boys interests and is more engaging.

	<p>interventions</p> <ul style="list-style-type: none"> <li>• Ensure curriculum engages boys and meets their needs</li> </ul>	<p>Book scrutinies</p> <p>Parent views</p>			
All	<p>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, challenging gender stereotypes (including different families and same sex relationships) and disability.</p>	<p>Increase in pupils' participation, confidence and achievement levels.</p> <p>Pupil perceptions monitored by staff and governors.</p>	<p>PSHCE lead, whole staff commitment to teaching and through history lesson plans.</p>	<p>Sept 2015 - July 2016</p>	<p>Notable increase in participation and confidence of targeted groups</p>
All	<p>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</p>	<p>Increase in pupil participation, confidence and positive identity - monitor through PSHE</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>More diversity reflected in school displays across all year groups</p>
All	<p>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.</p>	<p>School council representation monitored by race, gender, disability</p>	<p>Member of staff leading on school council</p>	<p>From September 2015</p>	<p>More diversity in school council membership</p>
Race Equality Duty	<p>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.</p>	<p>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?</p>	<p>Headteacher / Governing body</p>	<p>Reporting: December, April, July</p>	<p>Teaching staff are aware of and respond to racist incidents</p> <p>Consistent nil reporting is challenged by the Governing Body</p>

Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and multisports lessons, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Holly Miles - PE Subject Leader	Sept 2015- July 2016	More girls take up after-school sports clubs
Gender Equality Duty	Ensure homophobic, biphobic and transphobic (HBT) bullying are explicitly referred to within the Anti-Bullying policy. Make sure different families and same sex relationship are included in the Relationships and Sex Education Policy.  Support structures for pupils who believe the gender they were given at birth doesn't match what they feel.	Any HBT bullying is recorded separately and monitored.  Sally Cranfield has resources to run small group workshops with children in challenging HBT stereotypes or different families.  Pupil perceptions carried out to find out how teaching has helped children accept and challenge HBT bullying and overall understanding.  Children have an increased awareness that we are all God's children and to embrace difference. Behaviour and friendship work in PSHCE monitored in books, lessons and by children's behaviour and well-being.	Whole staff training following CJ's 'Train the Trainer' HBT Bullying course 4.3.16	End of Spring beginning of Summer term 2016  House Team Day after Easter to focus on anti-bullying and include HBT for older children as appropriate.  PSHCE curriculum and SRE to include different families and HBT issues as appropriate.	Behaviour of children - eradication of the term 'gay' being used negatively. Happy children who understand the impact of bullying and name-calling.
Community cohesion	Promote understanding and respect for differences. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHCE assessments Improved PSHCE curriculum Healthy School Enhanced award action plan RE, Worship and British Values	Stacey Lawrence - Member of staff leading on PSHE Lin Holme - RE Claire Jackman Worship	Ongoing	Increased awareness of different communities - shown in PSHE assessments, RE book scrutinies, worship assemblies.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Ratified by Governors: 9<sup>th</sup> March 2016