

Greenwood Primary School Equality Plan – Action Plan 2017/18



| 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 |
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| 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 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 | Termly | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups |
| All | 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. | Increase in pupils' participation, confidence and achievement levels | Humanities lead, through history lesson plans | Ongoing | Notable increase in participation and confidence of targeted groups |
| All | Recognise and represent the talents of disabled pupils in More Able & Gifted and Talented programs, and ensure representation on the programs fully reflects the school population in terms of race and gender. | More Able & Gifted and Talented register monitored for race, gender and disability | Member of staff leading on More Able & Gifted and Talented. | Ongoing | Analysis of the More Able and G&T registers indicates all pupils eligible to be included on the register are supported regardless of disability. |

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| 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 |
| All | 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. | School council representation monitored by race, gender, disability | Member of staff leading on School Council | Ongoing | Analysis of pupil questionnaires show effective inclusion and HIU representation on the School Council. |
| 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 | Ongoing | 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 |