



# Gordon Primary School Equality Plan 2018/2019

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success criteria
All	Publish and promote the Equality Statement through the school website, newsletter and staff meetings.	Include questions about equality in parent survey.	Headteacher	Termly	Staff are familiar with the principles of the Equality Statement and use them when planning lessons, creating class room displays, etc.  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 presented at curriculum committee meetings	Assessment Coordinator	Analysis takes place termly and reported to governors at termly curriculum committee meetings.	Analysis of teacher assessments 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	Subject leaders / staff in assemblies / class teachers	On-going	Notable increase in participation and confidence of targeted groups

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<b>All</b>	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	Phase Leaders	On-going	More diversity reflected in school displays across all year groups
<b>All</b>	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, class assemblies, fund raising, etc.	School council representation monitored by race, gender, disability.	Member of staff leading on school council	On-going	More diversity in school council membership
<b>All</b>	Consistent message that respect is shown to everyone regardless of their differences is shared and discussed regularly. (British Value: mutual respect)	Pupil conferencing. Record of assembly themes. Teachers' planning.	Headteacher	On-going	Children demonstrate by their interactions with each other that respect is given.
<b>Race Equality Duty</b>	Identify, record, respond to and report racist incidents.  Report the figures to the Governing body on a termly basis.  Provide support for victim and perpetrator.	The SLT will use the data to assess the impact of the school's response to incidents i.e. have approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / SLT / governing body	Reported termly: November, March, July	Teaching staff are aware of and respond to racist incidents  Racist incidents occur rarely and are dealt with effectively so there are no repeat offenders.
<b>Gender Equality Duty</b>	Introduce initiative to encourage girls to take up sport outside the curriculum requirements and other extra-curricular activities.	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on sports / PE	Ongoing	More girls take up after-school sports clubs

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<b>Disability Equality Duty</b>	Introduce initiative to encourage disabled pupils to take up sport outside the curriculum requirements and other extra-curricular activities.	Increased participation of disabled pupils in sports clubs and out of school sport activities	Member of staff leading on sports / PE	Ongoing	More disabled pupils take up after-school sports clubs
<b>Sexual Orientation Equality</b>	Update Stonewall Champion Primary School status.  Identify, respond and report homophobic incidents.  Report the figures to the Governing body on a termly basis.  Provide support for victim and perpetrator.	Number of homophobic incidents reported	Headteacher and all other staff	By December 2018	Reduced number of homophobic incidents and increased awareness of the correct meaning and use of the word "gay".
<b>Community cohesion</b>	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid and Christmas.  Children share aspects of their culture in class.  Support charities and allow pupils opportunities to embark on their own fundraising ventures such as the Year 6 Summer Fair.	Informal PSHE assessments  Displays in classrooms.  Donations (both monetary and other) are collected by the school. Pupils participate in their self-initiated fundraising.	Members of staff leading on PSHE / RE / SMSC	Ongoing	Increased awareness of different communities shown in informal PSHE assessments
<b>All</b>	Seek comments regarding the re-drafting of the Equality Statement / Equality Plan from school stakeholders.  Incorporate comments and present updated policy	Feedback from stakeholders.	Headteacher	By 31.03.19  By 30.06.19	Draft statement and plan are available.  Stakeholders' opinions

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	<p>to governing body.</p> <p>Make documents accessible on the school website / make hard copies available for stakeholders.</p>			By 31.07.19	<p>received and considered.</p> <p>Parents/Carers are able to access the agreed Statement / Plan.</p>

PSHE – Personal, Social & Health Education  
SMSC – Spiritual, Moral, Social & Cultural Development

**Date: July 2018**

**Review date: July 2019**

**Signed** \_\_\_\_\_ **Headteacher**

**Signed** \_\_\_\_\_ **Chair of Governors**