

**St Barnabas CE Primary School**  
**SINGLE EQUALITY PLAN**

Overarching statement

- We pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation
- Making sure the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school's Single Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff is responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender

- keeping up to date with the law on discrimination

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The Head Teacher is responsible overall for:

- dealing with reports of hate-incidents

Parents are responsible for:

- supporting the promotion of equal opportunities and good race relations

Pupils are responsible for:

- following agreed rules and guidelines set down in the Equality Scheme

# Race Equality Plan

## 1. Introduction

This plan sets out how St Barnabas CE Primary School will work to promote race equality. This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Warrington Council procedure for reporting racist incidents involving pupils and parents in schools.

## 2. Ethnic monitoring

***St Barnabas CE Primary is committed to the belief that every person matters. In order to ensure that we meet individual needs, promote race equality, embrace cultural diversity and support school self evaluation our school will collect information on the ethnic backgrounds of all members of our school community.***

The school community will collect this information through:-

- admission procedures
- personnel recruitment procedures
- target tracker achievement and attainment data
- ethos indicator questionnaires
- exclusion data
- attendance data
- hate crime reports
- through other relevant agencies

All of this will be done in accordance with data protection regulations.

## 3. Impact Assessment

To reflect the school's intention to promote race equality, eliminate discrimination, racial bullying and harassment, in all aspects of school life and the community:

- All school policies, plans and procedures will be reviewed as part of a three year programme and amended if necessary with regard to the general duty under the Race Relations (Amendment) Act 2000
- Impact assessments will be conducted on all policies as reviews take place.

#### 4. Action Plan to address the General Duty to promote race equality

<b>Success criteria:</b>	<p><b>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</b></p> <ul style="list-style-type: none"> <li>• EAL Pupils make at least good if not better progress.</li> <li>• There is a visual celebration of difference throughout the school woven into the school's curriculum offer and exemplified through the curriculum ethos of the school</li> <li>• The school's curriculum design and enrichment opportunities proactively promotes community cohesion.</li> <li>• Pupil voice evidence demonstrate acceptance and understanding of and have a positive view of each other.</li> <li>• To link with hard to reach families.</li> </ul>
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#### (i) (ii) Promote equality of opportunity and eliminate unlawful discrimination

Action	By Whom	Start	Finish	Evidence of completion
Review and amend, where necessary, policies and procedures with reference to the promotion of equality opportunity <ul style="list-style-type: none"> <li>• Outcomes of impact assessment reviews implemented</li> <li>• Ensure equality of access for all school activities</li> <li>• Refine Home / School Agreement to</li> </ul>	HT , staff and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	<ul style="list-style-type: none"> <li>• Amended policies and procedures reviewed with due regard to the Equality Act 2006</li> </ul>

ensure parents are aware of their responsibilities				
Ensure that the relevant support services are used fully and effectively	HT, SMT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Evidence of involvement of support services
Provide opportunities for staff to attend appropriate and relevant CPD; EAL consultant purchased and working with staff to support specific children providing bespoke staff training tailed to individual pupil needs.	HT, SMT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Evidence of training opportunities
EAL consultant to assess and formulate specific curriculum plans for pupils with English as an additional Language as appropriate and/ or identification of a Special Educational need.	Teaching Staff	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Assessment Plans Class teachers Planning
To ensure pupil groupings are represented in the whole school development Plan	HT Governing Body	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Pupil groupings made reference to in the school development plan
Analyse pupil's achievement and attainment data in relation to different ethnic groups benchmarked nationally	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School tracking ROL

**(i) (ii) Promote equality of opportunity and eliminate unlawful discrimination**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Promote the recruitment of governors and staff from ethnic minorities	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Governors Minutes <ul style="list-style-type: none"> <li>Fair recruitment procedures follow LA policies</li> </ul>

Ensure that the School Council is involved in the promotion of equality of opportunity	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School Council Records
Monitor the attendance of ethnic minority pupils	HT/ Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Attendance Data Analysis
Monitor attainment of ethnic- minority cohort	HT/ Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School Tracking ROL
Ensure that all school information is accessible to all members of the school community	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Provision of translations of school documents and information as required

**(iii) Eliminate racist harassment**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
1. Undertake termly racist incident monitoring returns	HT and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	Racist incidents recorded on Sentinel system
2. Promote awareness of what is considered acceptable and unacceptable behaviour	HT and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	All staff trained Pupils Audits Bespoke curriculum activities
3. Extend current anti-bullying policy and procedures, specifically to address racial bullying	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Anti-Bullying policy amended

**(iv) Promote good relations between different ethnic groups**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Use of PSHE/Values curriculum	HT, teaching staff and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	Planning shows that good relations between

				different ethnic groups are actively promoted in lessons
To ensure curriculum design reflects different ethnic groupings and appropriate resources and enrichment activities are woven into Curriculum map	HT, teaching staff and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	Curriculum Maps enhanced to include multi-cultural dimension Resources purchased Themed creative days as appropriate
Communicate with EAL families ,links with schools and community groups to promote community cohesion;	HT, teaching staff and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	EAL consultant to work with hard to reach families
Develop relationships with schools with high ethnic minorities	HT, teaching staff and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Pupil voice / display / work / records Strengthen links with schools in France/ Italy

## 5. Race Equality monitoring

The collection of relevant information and data to support the action plan on race and equality

- Pupil attainment data
- Incident logs to record all incidents hate , behaviour, CP ( concerns )
- Attendance
- Participation in Extra Curricular activities
- SEN lists
- Pupil consultation
- Parents attending parents evening and school events
- “Expressions of interest” - by ethnic minority applicants to school posts

## 3. How information gathered is used

Stakeholders consulted and account taken of relevant data and information in order to determine its race equality objectives

- Inform SEF
- Opportunities and outcomes for targeted groups of pupils
- Informing school community through SIP
- Identify CPD opportunities
- Identify curricular activities

## **7. Staff development**

- CYPS Equality and Diversity Officer will be consulted in relation to staff development
- Professional Development opportunities will be identified in the annual CPD plan

## **8. Annual reporting**

The Action Plan will be reviewed annually by the Governing Body and noted as appropriate in

- HT Report to Governors
- S.E.F.
- S.I.P.
- School profiles
- Newsletters, website, publications to parents

## **9. The next Race Equality plan**

The next Race Equality Plan, in 1<sup>st</sup> April 2020, will build upon this plan's actions, monitoring outcomes, and other information.

Signed: \_\_\_\_\_ Chair of Governors

Date:





# Disability Equality Plan

## 1. Introduction

- This plan sets out how St Barnabas CE Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.
- This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

## 2. Involvement of disabled people

St Barnabas CE Primary school welcomes the views of disabled stakeholders to help improve provision at our school.

## 3. Impact Assessment

To reflect the school's aim to promote disability equality, eliminate discrimination, anti-bullying and harassment, in all aspects of school life and the community:

- All school policies, plans and procedures will be reviewed as part of a three year programme and amended if necessary with regard to the general duty under the Disability Discrimination Act 2005
- Impact assessments will be conducted on all policies as reviews take place.

## 4. Action Plan to address the General Duty to promote disability equality

<b>Success criteria:</b>	<b>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</b> <ul style="list-style-type: none"><li>• All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders views have been considered within this plan.</li><li>• To develop and aspirational culture in which Leaders have improved general provision and not just an increase in additional provision.</li><li>• To ensure impact is tracked and is rigorously measured and is quantifiable; with progress in-line and some that are exceeding for this pupil group; school is using the national Data set to benchmark.</li><li>• Staff have had effective CPD and demonstrate this in delivery of practice measure then in tracked pupil</li></ul>
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outcomes and staff all are clear upon SEN criteria and good practise in regard to disability to under achievement

**(i) Promote Equality of opportunity between disabled persons and other persons**

Action	By Whom	Start	Finish	Evidence of completion
To ensure that robust policies and practices are in place which promote equality and inclusion (Accessibility Plan / SEN / Educational Visit Policies etc.)	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> August 2020	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006
Ensure Home / School correspondence is appropriate to identified need	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Evidence of consultation with parents / alternative forms of correspondence E mails Website, Text service
Appropriate Staff Training by Lead Professionals of any Significant Changes in SEN or any key themes for the school	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	CPD records

**(ii) Eliminate unlawful discrimination**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Ensuring all visitors are aware of School Policies / Protocols via Equality Statement	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Equality Statement displayed clearly for all to see.
Raising Equality awareness for all members of the school community	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Governors Minutes Staff Inset records School Council Minutes Newsletters
Ensure that the relevant support services are used fully and effectively	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Evidence of involvement of support services
Ensure that the School Council is involved in the promotion of equality of opportunity	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School Council records
Improve access to all school information	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Parents Consultation Website Email Text service

**(iii) Eliminate harassment related to disabilities**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Record incidents where appropriate	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Records as evidence.
Ensure all relevant	HT and School	1 <sup>st</sup> April 2017	Ongoing	Amended policies state

Policies / Protocols are adhered to (i.e. Anti-bullying Policy Behaviour Policy)	Governing Body.			that the policy has been reviewed with due regard to the Disability Discrimination Act 2005 Monitoring of Policies shows compliance
Appropriate Staff Training by Lead Professionals	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	CPD Records

**(iv) Promote positive attitudes to disability**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Inviting disabled people / charities into school	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Record of Visits Reports to Governors (Governors Minutes)
Display Inclusive posters (e.g. PSHE/Values curriculum) Reference to relevant theme days/weeks as appropriate	HT, teaching staff and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Posters available and visible in school. Theme days/weeks planning Parental feedback
Promotion of respect and moral values	HT, teaching staff and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	School Ethos. All people have regard to disabled parking spaces Disability access and facilities are available
School Newsletter on audible website if	HT and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	Reports to Governors (Governors Minutes)

requested				
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**(v) Encourage participation by disabled people**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
To review and monitor SEN offer to ensure it reflects the statutory requirements	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Reports to Governors (Governors Minutes)
Ensuring after school clubs / activities are inclusive and accessible	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Amended after school policies state that the policy has been reviewed with due regard to the Equality Act 2006 Comprehensive Relationships Policy
Promote disabled pupils onto the School Council/Worship Council, SSOC	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School Council Membership

**(vi) Take account of people's disabilities**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Access Plan Audit / consultation of physical environment in relation to access by pupils/parents/carers with an identified	HT, Health and Safety Team, School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Access Plan modified if necessary and presented to Governors (Governors Minutes)

disability				
Curriculum material is appropriate and does not reinforce prejudices	HT, teaching staff and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	PSHE Policy amended as necessary and presented to Governors (Governors Minutes)
Ensure appropriate Healthcare plans are established and adhered to / initial risk assessment on entry into school for disabled pupil takes place	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Records are in place and regularly monitored
Multi agency consultation in place as appropriate	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Records are in place and regularly monitored

## 5. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

### (i) Improvements in access to the curriculum

Action	By Whom	Start	Finish	Evidence of completion
Review Educational Visits arrangements - identifying strategies to overcome potential	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Educational Visits Policy modified and presented to Governors (Governors Minutes)

disability access barriers				
Promote a positive view and ethos in regard to difference which underpins curriculum design; enrichment activities and resources, diverse range of stories / curriculum materials featuring disabled people (not focussing on their impairment),	HT, teaching staff and School Governing Body.	. 1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Curriculum materials are available and in use for all children
To ensure the school tracking , analysis and reporting mechanisms include specific regard to SEN pupils and that impact of targeted resources can be measured.	HT, Senco and School Governing Body.	. 1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School tracking ROL
To ensure that all pupil groupings are reflected in the schools SIP	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	SIP plan
To implement Personalised CPD support for staff linked to Pupil groups performance data	English & Maths Subject Leaders Senco	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Staff CPD records Pupil work monitoring

**(ii) Physical improvements to increase access to education and associated services**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of</b>
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				<b>completion</b>
Review Access Plan	HT and School Governing Body.	1 <sup>st</sup> April 2017	Each autumn review	Access Plan Reviewed (Governors Minutes)
Identify and implement appropriate healthcare plans / multi agency referral systems / CAF's	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Record of healthcare plans / referrals
Adapting / ensuring the prompt provision of / access to / physical resources	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School record of actions taken
Development of Lead Professional Role support requirements	HT, Senco and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School record of actions taken

**(iii) Improvements in the provision of information in a range of formats for disabled pupils**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Identification of a range of communication strategies - written, audio, Braille, translation etc as appropriate	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Appropriate materials available for pupils

**6. How policies and practice are monitored**

Reviewing, monitoring and evaluating tools are:

- SEF
- Policy reviewing as part of Governor responsibility
- Review of impact assessment plan / action plan
- Review of individual healthcare plans
- Talking /observing / consulting with all stakeholders
- Data analysis of children with disability

#### **4. How information gathered is used**

- To inform future planning
- To adapt practice
- To inform / consult with the wider community / governors
- To identify future staff training needs
- To review policies

#### **8. Staff development**

- Staff training related to the specific identified needs of the current pupils
- Rolling programme of generic training (e.g. PSHE, P4C etc)
- Provision mapping of staff
- Governor Training needs

#### **9. Annual reporting**

Annual Reporting in relation to the Action Plan will occur as follows:

- Within School prospectus,

- Within School Development Plan review,
- Within Head teacher's report to Governors etc

## **10. The next disability equality plan**

The next Disability Equality Plan, in April 2017, will build upon this plan's actions, the results of monitoring, and other information.

Signed: \_\_\_\_\_ Chair of Governors

Date:

# Gender Equality Plan

## 1. Introduction

This plan sets out how St Barnabas CE Primary School will work to promote gender equality.

This plan addresses our specific duties under the Equality Act 2006.

## 2. Impact Assessment

To reflect the school's aim to promote disability equality, eliminate discrimination, anti-bullying and harassment, in all aspects of school life and the community:

- All school policies, plans and procedures will be reviewed as part of a three year programme and amended if necessary with regard to the general duty under the Equality Act 2006
- Impact assessments will be conducted on all policies as reviews take place.

## 3. Action Plan to address the General Duty to promote gender equality

<b>Success criteria:</b>	<b>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</b> <ul style="list-style-type: none"><li>• To ensure that all pupils make at least ARE APS and that many may exceed.</li><li>• To ensure any attainment gap between boys and girls demonstrated a reducing trend.</li><li>• To ensure that staff have a heightened awareness of educational issues for Gay, Lesbian and Transgender pupil groups and are aware of how to protect these pupil groups.</li></ul>
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- To ensure that all pupil groups within school can articulate that they feel safe.
- To have effective strategies to tackle the usage of Homophobic language.
- To ensure that curriculum design and resources meet the needs of Gay, Lesbian and transgender pupil groups.
- To develop an ethos and environment visually demonstrates that young people can be themselves.

**(i) Eliminate unlawful sex discrimination**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Impact assessments carried out on all current policies; Audit pupil views on difference and tolerance and assess impact of school policies.	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006 Analysis responses and adjust application of policies accordingly
To ensure pupil groupings are represented in the whole school development Plan	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	All pupil groupings referenced in the School SIP
Review curriculum provision ;enrichment activities classroom resources to ensure that they promote equality of opportunity	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Curriculum Plans adapted and appropriate resources and enrichment activities purchased.
Recruitment, appointment and pay policies that have been adopted by the	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Amended policies state that the policy has been reviewed with due regard to the Equality

Governors are strictly adhered to				Act 2006 Governor's Minutes
Ensure that the relevant support services are used fully and effectively	HT and School Governing Body.	1 <sup>st</sup> April 2014	31 <sup>st</sup> March 2017	Evidence of involvement of support services
To include gender training in schools safeguarding and equalities training.	HT/ Safeguarding Team	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	To provide annual refresher training for all staff
Ensure that the School Council is involved in the promotion of equality of opportunity;	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School Council records
The staff equalities lead ensures due regard for equalities across the school is addressed. They will report in the Head teachers report.to governors .	HT, Senco and Governors	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Impact reports in Head teachers Termly reports

**(ii) Eliminate harassment related to gender**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
The School Ethos is very clearly understood by everyone	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	School ethos Minimal recorded incidents of gender related harassment recorded on Sentinel
Promote awareness of what is considered acceptable and unacceptable	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Training available to staff Incidents recorded within a log to track patterns Appropriate

behaviour; Implement an informal log to track inappropriate Homophobic language				investigations and actions taken to address any incidents
The school will promote positive role models within policies, the curriculum resources, visits, visitors	HT and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	Pupils show mutual respect to each other and adults of both sexes

**(iii) Promote equality of opportunity between men and women**

<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
Review curriculum areas and display to ensure that they promote equality of opportunity; Sexuality ,hard to reach communities, sex and relationships education, sexist attitudes and language, stereotypical career choices,	HT and School Governing Body.	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006. Curriculum can evidence the positive promotion of equality  Governor's Minutes
Provide opportunities for staff to attend CPD ; Gay , lesbian and Transgender groups and the use of homophobic	HT and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	School CPD Records

language				
Analyse pupil groupings attainment and achievement; identification of additional resources to close the gap .	HT and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	School Data Analysis SEF ROL
Ensure pupil groupings are discussed in pupil progress meetings and are linked to Teachers performance management targets	HT, Teaching Staff and SLT	1 <sup>st</sup> April 2017	31 <sup>st</sup> March 2020	Pupil progress meetings
Ensure that the School and Worship Council, SSOC are involved in the promotion of equality of opportunity	HT and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	School/Worship Council records Recorded events
Recruitment, appointment and pay policies that have been adopted by the Governors are strictly adhered to	HT and School Governing Body.	1 <sup>st</sup> April 2017	Ongoing	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006  Governor's Minutes

#### 4. Gender monitoring

- The collection of relevant information and data to support the action plan on gender and equality

#### 5. How information gathered is used

Stakeholders consulted and account taken of relevant data and information in order to determine its gender equality objectives



- To inform SEF
- To inform SIP
- Opportunities and outcomes for targeted groups of pupils
- To adapt practice
- To review policies

## **6. Staff development**

- All Professional Development opportunities will take into account guidance from the School Equality Scheme

## **7. Annual reporting**

Annual Reporting in relation to progress within the Action Plan will be made by the Governing Body with reference to:

- Head teacher's Reports to Governors
- SEF
- SIP
- School Profile
- Newsletters, website, publications to parents

## **8. The next gender equality plan**

The next Gender Equality Plan, in April 2017, will build upon this plan's actions, the results of monitoring, and other information.

Signed: \_\_\_\_\_ Chair of Governors

Date: