



# Statutory Policy

## Equality Single Plan

Responsibility of	Curriculum & Standards Committee
Reviewed	June 2023
To be reviewed by	June 2025

# Equality Single Plan      June 2023      Manor Primary School



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	<b>Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff and governors are aware of this plan through governors meetings and staff meetings.</b>	Question about parent awareness of Equality Scheme in annual survey Staff /governor questionnaires/ meetings	Head teacher	Approved by Governors Sept 2016 Published on website by October 2016 Parents made aware by text and on website. Phase newsletters. Staff made aware in staff meetings	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	<b>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.</b>	Achievement data analysed by race, gender and disability on a termly basis	Head teacher / Governing body	December April July/September	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	<b>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.</b>	Increase in pupils' participation, confidence and achievement levels	PSHE lessons	Sept 2016 onwards	Notable increase in participation and confidence of targeted groups

<b>All</b>	<b>Recognise and represent the talents of disabled pupils in Higher Attaining groups</b>	Higher Attaining groups monitored by race, gender and disability	SLT	Sept 2016 onwards	Analysis of the higher attaining pupils shows representation of all groups
<b>All</b>	<b>Ensure that displays in classrooms and corridors promote diversity in terms of disability, race, gender and ethnicity.</b>	Increase in pupil participation, confidence and positive identity – monitor through PSHE	PSHE subject leader	Ongoing	More diversity reflected in school displays across all year groups
<b>All</b>	<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.</b>	School council representation monitored by race, gender, disability	Member of staff leading on school council	Sept 2016 onwards	More diversity in school council membership
<b>Race Equality Duty</b>	<b>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</b>	The Head teacher / 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?	Head teacher / Governing body	Reporting: Autumn, Spring and Summer terms	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

<b>Gender Equality Duty</b>	<b>Introduce initiative to encourage girls to take up sport outside the curriculum requirements, to make participation rates more reflective of the school population.</b>	Increased participation of girls in sports clubs and out of school sport activities	PE subject leader	Sept 2016 onwards	More girls take up after-school sports clubs
<b>Gender Equality Duty</b>	<b>Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.</b>	Pupil interviews Data Lesson observations/learning walks	English subject leader	Sept 2016 onwards	Boys are reading more books, attainment of boys reading increases
<b>Disability Equality Duty</b>	<b>Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.</b>	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	As needed	More applications from disabled candidates to be School Governors
<b>Community cohesion</b>	<b>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</b>	Lesson observations/ Learning walks Assembly observations	RE/PSHE coordinator	Ongoing	Increased awareness of different communities shown in PSHE

