

Callow End CE Primary School Equality Objectives 2021-2024

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. All staff to have read Equality Plan by end of September each academic year. Discussion/Q&A on staff meeting agenda	Noting staff and parent awareness of principles of the Equality Plan	Headteacher	Publish updated plan on website in September 2021. Ongoing: Link to plan included in newsletter to parents. Plan discussed 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	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	Ongoing	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 Subject reviews	Headteacher / Subject Leaders	Ongoing	Curriculum reflects the principles of the Equality Plan
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	Termly audits	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, leading assemblies, fund raising, pot of fairness, etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	Ongoing	Key school roles are shared fairly among pupils
Race Equality Duty	Ensure racist incidents are identified, responded to and reported rapidly.	The Headteacher / Governing body will use the data to assess the impact of the school's	Headteacher / Governing body	Half -termly Headteacher Reports	Teaching staff are aware of and respond to racist incidents

	Report the figures to the Governing body / Local Authority on a termly basis.	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?			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, and boys to take up dance to make participation rates more reflective of the school population.	Increased participation of girls and boys in sports clubs and out of school sport activities	Deputy Head/PE lead		More girls and boys take up after-school sports clubs
Disability Equality Duty	Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies	Monitoring involvement of disabled pupils. Included in educational visit planning process	SEND Co-ordinator	Ongoing	Disabled children clearly taking part in all aspects of school life
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	SMSC calendar review	Member of staff leading on PSHE	Ongoing – planned with SMSC calendar in September	Increased awareness of different communities shown in PSHE assessments