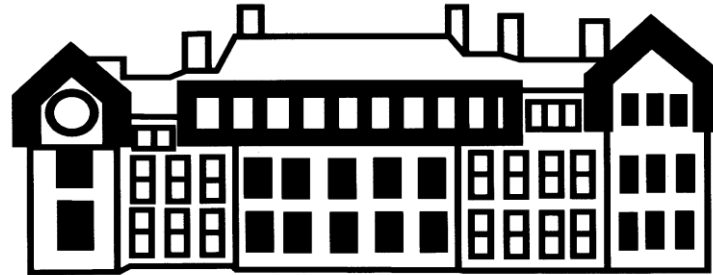


GORDON



SCHOOL

# Gordon Primary School Equality Plan **DRAFT**

Date: **October 2023**

Review date: **October 2025**

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

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

| Equality Strand                                    | Action   | How will the impact of the action be monitored?   | Who is responsible for implementing?                                | What are the time frames?  | Success criteria  |
|--|--|---|---|--|---|
| <b>All</b>   | Publish and promote the Equality Statement through the school website, newsletter and staff meetings.  | Include questions about equality in parent survey.  | Headteacher   | Published on ratification. Revisited regularly in newsletters and staff meetings.  | Staff are familiar with the principles of the Equality Statement and use them when planning lessons, creating classroom displays, etc.<br><br>Parents are aware of the Equality Plan. |
| <b>Race, Gender &amp; Disability Equality Duty</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.         | Any significant trends (impact on at least 10% of school population) presented at curriculum committee meetings     | Assistant Head - Curriculum   | Analysis takes place termly at progress meetings and significant trends reported to governors at termly curriculum committee meetings. | Analysis of teacher assessments data demonstrates the gap is narrowing for equality groups  |
| <b>Race Equality Duty</b>                          | Mark Black History Month (October) with assemblies, workshops and stories to explore aspects of black history, culture and achievement.                                | Conference children on the extent to which they feel represented in the school.                                     | SLT to lead. Subject leaders / staff in assemblies / class teachers | October  | Pupils and parents feel black history, culture and achievement are acknowledged and valued.   |
| <b>Race Equality Duty</b>                          | Acknowledge the Black Lives Matter movement and share stories in assemblies about the importance of Black people being treated as humanely and fairly as White people. | Diary of assembly themes. Conference children on their understanding of racial equality. Respond through subsequent | Headteacher   | On-going   | Pupils demonstrate a solid understanding of racial equality which leads to a reduction  |

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|---|---|--|--|---------------------------|---|
|   |   | assemblies.  |  |                           | in racist incidents in school.  |
| <b>Sexual Orientation Equality Duty</b>                 | Mark LGBT Pride Month and LGBT History Month with assemblies to promote equality.   | Diary of assembly themes. Children show understanding and awareness in PSHE lessons.   | Headteacher  | October<br>February       | LGBT families in the school feel welcome, safe and acknowledged.  |
| <b>Sexual Orientation and Transgender Equality Duty</b> | Staff to receive training from the Metro Centre on LGBT issues and gender identity.   | Staff better equipped to address stereotypes / negative comments and better placed to support pupils / parents / colleagues. | Headteacher / Learning Mentor                          | March 2024                | Staff show a better understanding of LGBT equality and address this with pupils which leads to a reduction in LGBT incidents in school. |
| <b>Sexual Orientation and Transgender Equality Duty</b> | Staff to receive safeguarding training on the increased risk LGBT pupils are to abuse.  | Staff complete tasks/scenarios as part of safeguarding training to demonstrate their understanding.                          | Headteacher (as DSL)                                   | September 2023            | Staff show awareness of the increased risk of abuse to LGBT pupils and understand the reasons for this.                                 |
| <b>Gender Equality Duty</b>                             | Ensure staff are aware of the Everyone's Invited movement, up skirting, and child-on-child abuse and are aware of the associated signs and indications of abuse.                      | Staff complete tasks/scenarios as part of safeguarding training to demonstrate their understanding.                          | Headteacher (as DSL)                                   | On-going                  | Staff are alert to the signs and indications and are confident to support pupils and pass on concerns.                                  |
| <b>Race, Gender &amp; Disability Equality Duty</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. | 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   |
| <b>Race,</b>  | Ensure that displays in classrooms and corridors  | Increase in pupil  | Phase Leaders  | On-going                  | More diversity  |

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|--|---|--|---|--|---|
| <b>Gender &amp; Disability Equality Duty</b> | promote diversity in terms of race, gender and ethnicity.   | participation, confidence and positive identity – monitor through PSHE   |   |  | 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, Rainbow Ambassadors, fund raising, etc.                   | School council and Rainbow Ambassador representation monitored by equality strands.  | Member of staff leading on school council / Rainbow Ambassadors | On-going                               | More diversity in school council / Rainbow Ambassador 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>All</b>                                   | Identify, record, respond to and report discriminatory incidents. Standing item at weekly briefing meeting.<br><br>Report the figures to the Governing body on a termly basis.<br><br>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 discriminatory incidents<br><br>Discriminatory 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  |
| <b>Gender Equality Duty</b>                  | Staff to challenge traditional stereotypical views regarding gender and subject bias – including extra-curricular activities.   | Increased participation in non-traditional stereotypical subjects.   | Teachers  | Ongoing                                | Children feel more comfortable and confident to follow their own interests  |
| <b>Disability</b>                            | Introduce initiative to encourage disabled pupils to  | Increased participation of   | Member of staff   | Ongoing                                | More disabled pupils  |

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|---------------------------|--|---|--|---|---|
| <b>Equality Duty</b>      | take up sport outside the curriculum requirements and other extra-curricular activities.   | disabled pupils in sports clubs and out of school sport activities  | leading on sports / PE                       |   | take up after-school sports clubs   |
| <b>Community cohesion</b> | <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid and Christmas.</p> <p>Children share aspects of their culture in class.</p> <p>Support charities and allow pupils opportunities to embark on their own fundraising ventures such as the Year 6 Summer Fair.</p> | <p>Informal PSHE assessments</p> <p>Displays in classrooms.</p> <p>Donations (both monetary and other) are collected by the school. Pupils participate in their self-initiated fundraising.</p> | Members of staff leading on PSHE / RE / SMSC | Ongoing   | Increased awareness of different communities shown in informal PSHE assessments   |
| <b>All</b>                | <p>Seek comments regarding the re-drafting of future Equality Statements / Equality Plans from school stakeholders.</p> <p>Incorporate comments and present updated policy to governing body.</p> <p>Make documents accessible on the school website / make hard copies available for stakeholders.</p>  | Feedback from stakeholders.   | Headteacher                                  | <p>By 12.10.23</p> <p>By 12.10.23</p> <p>After ratification</p> | <p>Draft statement and plan are available.</p> <p>Stakeholders' opinions 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