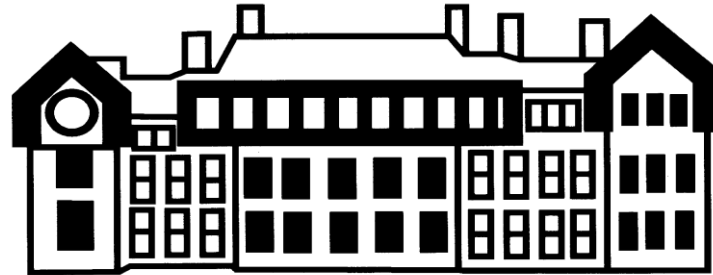


**GORDON**



**SCHOOL**

## **Gordon Primary School Equality Plan**

**Date: February 2024**

**Review date: February 2026**

**Agreed: Jason Taylor (Headteacher)**

**Agreed: Lynsey Christini-Clay (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.  Parents are aware of the Equality Plan.
<b>Race, sex &amp; disability equality</b>	Monitor and analyse pupil achievement by race, sex 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</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 2024	Pupils and parents feel black history, culture and achievement are acknowledged and valued.
<b>Race equality</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

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the time frames?</b>	<b>Success criteria</b>
		assemblies.			in racist incidents in school.
<b>Sexual orientation and gender reassignment equality</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	From February 2024  From June 2024	LGBT families in the school feel welcome, safe and acknowledged.
<b>Sexual orientation and gender reassignment equality</b>	Staff to receive training from the Metro Centre on LGBT issues and gender reassignment.	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 gender reassignment</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 2024	Staff show awareness of the increased risk of abuse to LGBT pupils and understand the reasons for this.
<b>Sex equality</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, sex &amp; disability equality</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, sex 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, sex &amp; disability</b>	Ensure that displays in classrooms and corridors promote diversity in terms of race, sex and	Increase in pupil participation, confidence	Phase Leaders	On-going	More diversity reflected in school

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the time frames?</b>	<b>Success criteria</b>
<b>equality</b>	ethnicity.	and positive identity – monitor through PSHE			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.  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 discriminatory incidents  Discriminatory incidents occur rarely and are dealt with effectively so there are no repeat offenders.
<b>Sex equality</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>Sex equality</b>	Staff to challenge traditional stereotypical views regarding sex 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 equality</b>	Introduce initiative to encourage disabled pupils to take up sport outside the curriculum requirements	Increased participation of disabled pupils in sports	Member of staff leading on	Ongoing	More disabled pupils take up after-school

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success criteria
	and other extra-curricular activities.	clubs and out of school sport activities	sports / PE		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>Spring 2026</p> <p>Spring 2026</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