

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 are 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

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

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

(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"> • Outcomes of impact assessment reviews implemented • Ensure equality of access for all school activities • Review Home / School Agreement to ensure parents are aware of their responsibilities | HT , staff and School Governing Body. | 1 st January 2021 | 31 st December 2024 | <ul style="list-style-type: none"> • Amended policies and procedures reviewed with due regard to the Equality Act 2006 |
| Ensure that the relevant support services are used fully and effectively | HT, SLT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | 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 | HT , SLT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Evidence of training opportunities |

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|--|-------------------------------|------------------------------|--------------------------------|--|
| specific children providing bespoke staff training tailed to individual pupil needs. | | | | |
| EAL consultant to assess and formulate a specific curriculum plan for pupils with English as an additional Language and or identification of a Special Educational need. | Teaching Staff | 1 st January 2021 | 31 st December 2024 | Assessment Plans Class teachers Planning |
| To ensure pupil groupings are represented in the whole school development Plan | HT Governing Body | 1 st January 2021 | 31 st December 2024 | 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 st January 2021 | 31 st December 2024 | School tracking ROL |

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

| Action | By Whom | Start | Finish | Evidence of completion |
|---|-------------------------------|------------------------------|--------------------------------|--|
| Promote the recruitment of governors and staff from ethnic minorities | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Governors Minutes <ul style="list-style-type: none"> Fair recruitment procedures follow LA policies |
| Ensure that the School Council is involved in the promotion of equality of opportunity | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School Council Minutes |
| Monitor the attendance of ethnic minority pupils | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Attendance Data Analysis |
| Monitor attainment of ethnic- minority cohort | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School Tracking ROL |
| . Ensure that all school information is accessible to all members of the school community | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Provision of translations of school documents and information as required |

(iii) Eliminate racist harassment

| Action | By Whom | Start | Finish | Evidence of completion |
|--|-------------------------------|------------------------------|--------------------------------|---|
| 1. Undertake termly racist incident monitoring returns as necessary | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Racist incidents recorded on appropriate system |
| 2. Promote awareness of what is considered acceptable and unacceptable behaviour | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | 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 st January 2021 | 31 st December 2024 | Anti-Bullying policy amended |

(iv) Promote good relations between different ethnic groups

| Action | By Whom | Start | Finish | Evidence of completion |
|---|---|------------------------------|--------------------------------|--|
| Use of PSHE lesson time | HT, teaching staff and School Governing Body. | 1 st January 2021 | 31 st December 2024 | 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 st January 2021 | 31 st December 2024 | Curriculum plans enhanced to include multi-cultural dimension Resources purchased Themed creative days |
| Communicate with EAL families ,links with schools and community groups to promote community cohesion; | HT, teaching staff and School Governing Body. | 1 st January 2021 | 31 st December 2024 | EAL consultant to work with hard to reach families |
| Build relationships with schools with high ethnic minorities; Work with the British council to visit a school in another country. | HT, teaching staff and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Pupil voice / display / work / records Make links with school in France |

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
- SEND & G&T 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 January 2024, 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

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| Success criteria: | Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none">• 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.• To develop and aspirational culture in which Leaders have improved general provision and not just an increase in additional provision.• To ensure impact is tracked and is rigorously measured and is quantifiable; All APS pupil gains in-line with some that are exceeding for this pupil group; school is using the national Data set to benchmark.• Staff have had effective CPD and demonstrate this in delivery of practice measure then in tracked pupil outcomes and staff all are clear upon SEND criteria 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 / SEND / Educational Visit Policies etc.) | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | 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 st January 2021 | 31 st December 2024 | Evidence of consultation with parents / alternative forms of correspondence E mails Website, Parent Mail |
| Appropriate Staff Training by Lead Professionals of any Significant Changes in SENDD provision | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | CPD records |

(ii) Eliminate unlawful discrimination

| Action | By Whom | Start | Finish | Evidence of completion |
|---|-------------------------------|------------------------------|--------------------------------|--|
| Ensuring all visitors are aware of School Policies / Protocols via Equality Statement | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Equality Statement displayed clearly for all to see. |
| Raising Equality awareness for all members of the school community | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Governors Minutes Staff Inset records School Council Minutes |

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|--|---------------------------------------|------------------------------|--------------------------------|--|
| | | | | Newsletters |
| Ensure that the relevant support services are used fully and effectively | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | 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 st January 2021 | 31 st December 2024 | School Council Minutes |
| Improve access to all school information | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Parents Consultation Website Email Parent Mail |

(iii) Eliminate harassment related to disabilities

| Action | By Whom | Start | Finish | Evidence of completion |
|--|---------------------------------------|------------------------------|--------------------------------|---|
| Record incidents where appropriate | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Records as evidence. |
| Ensure all relevant Policies / Protocols are adhered to (i.e. Anti-bullying Policy Behaviour Policy) | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Amended policies state 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, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | CPD Records |

(iv) Promote positive attitudes to disability

| Action | By Whom | Start | Finish | Evidence of completion |
|---|--|------------------------------|--------------------------------|--|
| Inviting disabled people / charities into school | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Record of Visits Reports to Governors (Governors Minutes) |
| Display Inclusive posters (e.g. SCARF, Stonewall) Theme days/weeks- Access of play ground to be used by Disability partnership for training | HT , teaching staff and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Posters available and visible in school. Theme days/weeks planning Parental feedback Disability Partnership CPD records |
| Promotion of respect and moral values | HT, teaching staff and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School Ethos. All people have regard to disabled parking spaces Disability access and facilities are available |
| School Newsletter on telephone / audible website if requested | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Reports to Governors (Governors Minutes) |

(v) Encourage participation by disabled people

| Action | By Whom | Start | Finish | Evidence of completion |
|---|---------------------------------------|------------------------------|--------------------------------|--|
| To review and monitor SEND offer to ensure it reflects statutory requirements | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Reports to Governors (Governors Minutes) Chair of Governors |
| Ensuring after school clubs / activities are inclusive and accessible | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Amended after school policies state that the policy has been reviewed with due regard to the Equality Act 2006 Comprehensive Relationships Policy |

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|---|-------------------------------|------------------------------|--------------------------------|---------------------------|
| Promote disabled pupils onto the School Council | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School Council Membership |
|---|-------------------------------|------------------------------|--------------------------------|---------------------------|

(vi)Take account of people’s disabilities

| Action | By Whom | Start | Finish | Evidence of completion |
|--|---|------------------------------|--------------------------------|--|
| Access Plan Audit / consultation of physical environment in relation to access by pupils/parents/carers with an identified disability | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Access Plan modified if necessary and presented to Governors (Governors Minutes) |
| Curriculum material is appropriate and does not reinforce prejudices | HT, teaching staff and School Governing Body. | 1 st January 2021 | 31 st December 2024 | 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, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Records are in place and regularly monitored |
| Multi agency consultation / Early Help Assessments are in place as appropriate | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Records are in place and regularly monitored |

5. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDDA) 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 disability access barriers | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Educational Visits Policy modified and presented to Governors (Governors Minutes) |
| 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 st January 2021 | 31 st December 2024 | Curriculum materials are available and in use for all children |
| To ensure the school tracking , analysis and reporting mechanisms include specific regard to SEND pupil and that impact of targeted resources can be measured. | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School tracking ROL |
| To ensure that all pupil groupings are reflected in the schools SIP | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | SIP plan |
| To implement Personalised CPD for staff linked to Pupil groups performance data | SENDco English & Maths Consultants | 1 st January 2021 | 31 st December 2024 | Staff CPD records Pupil work sampling |

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

| Action | By Whom | Start | Finish | Evidence of completion |
|---|---------------------------------------|------------------------------|--------------------------------|--|
| Review Access Plan | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Access Plan Reviewed (Governors Minutes) |
| Identify and implement appropriate healthcare plans / multi agency referral systems / CAF's | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Record of healthcare plans / referrals |
| Adapting / ensuring the prompt provision of / access to / physical resources | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School record of actions taken |
| Identification of Lead Professional support requirements | HT, SENDco and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School record of actions taken |

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

| Action | By Whom | Start | Finish | Evidence of completion |
|--|-------------------------------|------------------------------|--------------------------------|--|
| Identification of a range of communication strategies - written, audio, Braille, translation etc | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | 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 January 2024, 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

Success criteria:

Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).

- To ensure that all pupils make at least ARE APS and that many may exceed.
- To ensure any attainment gap between boys and girls demonstrated a reducing trend.
- 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.
- 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

| Action | By Whom | Start | Finish | Evidence of completion |
|---|-------------------------------|------------------------------|--------------------------------|---|
| 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 st January 2021 | 31 st December 2024 | 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 st January 2021 | 31 st December 2024 | 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 st January 2021 | 31 st December 2024 | Curriculum Plans adapted and appropriate resources and enrichment activities purchased. |
| Recruitment, appointment and pay policies that have been adopted by the Governors are strictly adhered to | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006 Governor's Minutes |
| Ensure that the relevant support services are used fully and effectively | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Evidence of involvement of support services |
| To include gender training in schools ,annual Induction Inset for all staff ; Health and safety, safeguarding and equalities training. | SLT | 1 st January 2021 | 31 st December 2024 | To provide annual inset training for all staff |
| Ensure that the School Council is involved in the promotion of equality of opportunity; | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School Council Minutes Newsletter |

| | | | | |
|---|------------------|------------------------------|--------------------------------|--|
| School appoints a staff equalities and wellbeing champion to ensure due regard for equalities across the school is addressed. They will report in the Head teachers report.to governors . | HT and Governors | 1 st January 2021 | 31 st December 2024 | Impact reports in Head teachers Termly reports |
|---|------------------|------------------------------|--------------------------------|--|

(ii) Eliminate harassment related to gender

| Action | By Whom | Start | Finish | Evidence of completion |
|--|-------------------------------|------------------------------|--------------------------------|---|
| The School Ethos is very clearly understood by everyone | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School ethos Minimal recorded incidents of gender related harassment recorded on SENDtinel |
| Promote awareness of what is considered acceptable and unacceptable behaviour; To introduce an informal log to track inappropriate Homophobic language | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | Training available to staff Incidents recorded within a log to track patterns Appropriate 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 st January 2021 | 31 st December 2024 | Pupils show mutual respect to each other and adults of both sexes |

(iii) Promote equality of opportunity between men and women

| Action | By Whom | Start | Finish | Evidence of completion |
|--|-------------------------------|------------------------------|--------------------------------|---|
| 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 st January 2021 | 31 st December 2024 | 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 language | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School CPD Records Training booked 25.4.17 |
| Analyse of pupil groupings attainment and achievement; identification of additional resources to close the gap . | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School Data Analysis SEF ROL |
| Ensure pupil groupings are discussed in pupil progress meetings and are linked to Teachers performance management targets | Teaching Staff and SLT | 1 st January 2021 | 31 st December 2024 | Pupil progress meetings |
| Ensure that the School Council is involved in the promotion of equality of opportunity | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | School Council Minutes Recorded events |
| Recruitment, appointment and pay policies that have been adopted by the Governors are strictly adhered to | HT and School Governing Body. | 1 st January 2021 | 31 st December 2024 | 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 January 2024 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date: