



GODLEY COMMUNITY PRIMARY ACADEMY EQUALITY ACTION PLAN 2019–2020

This action plan has been created to reduce discrimination and improve equality of opportunities for all in line with the Equalities Act 2010.

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey.	Principal/ SMT	Summer 2020 (Immediately after Equality Plan is agreed by Governing Body)
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. Regular meetings to be held with Assessment Coordinator, staff and Principal to assess children's progress, identify any barriers to learning that may have been created by race, gender, disability (SEN & G&T) and background and then plan and carry out interventions as appropriate. These interventions are then to be monitored under the same process	Principal / Governing body	Half termly through pupil progress meetings.
Have a more flexible approach to groupings in classes which avoids categorising children into groups by race, gender or disability	Through enquiries/observations: pupil's participation, confidence, pupil progress and attainment of specific groups.	All staff SLT to monitor during lesson observations	Ongoing

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Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the diversity in terms of race, gender and disability.	<p>Increase in pupils' participation, confidence and achievement levels.</p> <p>Children can talk positively about people with differences to themselves.</p> <p>Children demonstrate inclusive relationships amongst peers and other children who have differences in relation to race, gender and disability.</p>	Coordinator lead – ensuring variety of historical figures, artists/scientists are studied across school. Assembly coordinator.	Autumn Term 2019–20 Assembly rota incorporating positive role models Foundation curriculum approach– Spring/Summer 2020
Consider culture, race, gender and disability when selecting key texts to lead the English/Thematic curriculum.	<p>Attainment levels increased.</p> <p>Children can talk positively about and relate to characters that have a race/gender or disability difference to themselves.</p>	English leads.	Ongoing through the year
Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Principal/ 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?	Principal / Governing body	Reporting: December, April, July
To review the PSHE curriculum in order to raise awareness about same sex couples and homophobic language.	Incidents logged. Number of incidents will reduce over time.	<i>SMT/PHSE coordinator</i>	<i>Summer term 2019 Ongoing</i>