



Aston & Cote CE Primary School
Equality Plan 2020 - 2023

| Action | Monitoring arrangements | Who is responsible for implementing? | Time frames | Success Indicators |
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| Ensure all staff, governors and parents are aware of the school's Equality Policy and Plan. Publish & promote the Equality Plan through the school website, governor & staff meetings. | Questions about awareness of Equality Scheme in annual surveys and learning walks. | Headteacher | Ongoing Annual surveys | Staff, governors and parents are familiar with the principles of the Equality Plan. |
| Monitor and analyse pupil achievement and attendance data by disadvantage, race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. | Achievement and attendance data analysed by disadvantage, race, gender and disability and monitored by governors each term. | Headteacher/ Governing Body | Ongoing | Analysis of annual data/teacher assessments demonstrates the gap is narrowing for equality groups. No group is unavoidably disadvantaged by low attendance. |
| Embed the school's core values and associated learning behaviours to ensure the highest expectations for all pupils so that no pupil is adversely affected by negative attitudes to learning or poor behaviour. | Learning walks and observations as well as discussions with pupils will be used to monitor the learning behaviours of pupils | SLT | Ongoing | Learning behaviours are exemplary across the school. No pupil is adversely affected by poor behaviour. |
| Ensure the curriculum responds to the needs and interests of the pupils. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, gender, religion and disability | Increase in pupil participation, confidence and positive identity. Curriculum monitoring shows that the curriculum is broad and balanced and that SMSC is a strength. | All staff | Ongoing | Diversity is reflected in school displays throughout the school. Pupils say that the curriculum is relevant and interesting. |
| Ensure all pupils are given the opportunity to make a positive contribution to the life of the school. Monitor pupil participation based on gender, race, disadvantage and disability in extra-curricular and enrichment activities. | Monitor School Council and other pupil leadership groups for race, gender and disability. Pupil participation in extra-curricular activities is monitored each term and reported to governors. | SLT | Ongoing | Opportunities are available for children to support the work and life of the school. Increased participation in extra-curricular events. |
| Embed a culture where the use of discriminatory language is challenged | All incidents to be reported to a member of the SLT and followed up immediately. | All staff | Ongoing | Staff challenge any use of discriminatory language |
| Identify, report and respond to racist incidents. Report figures to the Governing Body/Local Authority on a termly basis. | The Headteacher/Governing Body will use the data to assess the impact of the school's response to incidents. | Headteacher/Governing Body | Reporting termly | Staff respond to any racist incident. |

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| Ensure disabled children can take part in all aspects of the curriculum including educational visits and journeys, after school clubs, lunchtime activities, P.E and collective worship. | Increase in pupil participation, confidence and positive identity. | Headteacher/SENCO | Ongoing | Improved outcomes for disabled children and those with SEN or those identified as vulnerable |
| Review the PSHCE curriculum to ensure that the long-term plans cover an awareness of and celebrates difference and diversity (gender, race and disability). Implement changes, alongside DFE Relationships Education requirements for September 2021. | The DHT will monitor planning and taught sessions each term. Pupil discussions will be held annually to identify and review pupil understanding and attitudes. | DHT | For April 2021 | Pupils have a good understanding of difference and diversity and celebrate this in school. Incidents of negative behaviour linked to protected characteristics is very rare. |